

EDUCATION/LICENSING COMMITTEE MEETING

AGENDA

Hilton Los Angeles Airport Hotel
5711 West Century Blvd.
Los Angeles, CA 90045
(310) 410-4000

May 8, 2013

Wednesday, May 8, 2013 09:00 am – 12:00 noon

7.0 REVIEW AND APPROVE MINUTES:

➤ March 6, 2013

7.1 RATIFY MINOR CURRICULUM REVISION

- 7.1.1 California State University, Chico, Baccalaureate Degree Nursing Program
- 7.1.2 California State University, Fresno, Baccalaureate Degree Nursing Program
- 7.1.3 California State University, Sacramento/California State University, Stanislaus Collaborative Accelerated Baccalaureate Degree Nursing Program Option
- 7.1.4 College of the Desert Associate Degree Nursing Program
- 7.1.5 Fresno City College Associate Degree Nursing Program
- 7.1.6 Imperial Valley College Associate Degree Nursing Program
- 7.1.7 Mendocino College Associate Degree Nursing Program
- 7.1.8 Mount San Antonio College Associate Degree Nursing Program
- 7.1.9 Mt. San Jacinto College, MVC, Associate Degree Nursing Program
- 7.1.10 Santa Monica College Associate Degree Nursing Program
- 7.1.11 West Hills College, Lemoore, Associate Degree Nursing Program

Acknowledge Receipt of Program Progress Report:

- 7.1.12 Humboldt State University Baccalaureate Degree Nursing Program
- 7.1.13 California State University, Dominguez Hills, Entry Level Master's Degree Nursing Program
- 7.1.14 College of the Siskiyous LVN to RN Associate Degree Nursing Program
- 7.1.15 El Camino College Associate Degree Nursing Program

7.2 CONTINUE APPROVAL OF PRELICENSURE NURSING PROGRAM

- 7.2.1 The Valley Foundation School of Nursing at San Jose State University Baccalaureate Degree Nursing Program
- 7.2.2 College of the Desert Associate Degree Nursing Program
- 7.2.3 Imperial Valley College Associate Degree Nursing Program

7.3 CONTINUE APPROVAL OF ADVANCED PRACTICE NURSING PROGRAM

- 7.3.1 United States University Nurse Practitioner Program

7.4 UNITED STATES UNIVERSITY ENTRY LEVEL MASTER'S DEGREE NURSING PROGRAM PROGRESS REPORT

7.5 MAJOR CURRICULUM REVISION

7.5.1 American University of Health Sciences Baccalaureate Degree Nursing Program

7.5.2 California State University, Sacramento, Baccalaureate Degree Nursing Program

7.5.3 United States University Entry Level Master's Degree Nursing Program

7.6 2011-2012 POST LICENSURE PROGRAM ANNUAL REPORT

7.7 PUBLIC COMMENT FOR ITEMS NOT ON THE AGENDA

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Board members who are not members of this committee may attend meetings as observers only, and may not participate or vote. Action may be taken on any item listed on this agenda, including information only items. Items may be taken out of order for convenience, to accommodate speakers, or maintain a quorum.

The public will be provided an opportunity to comment on each agenda item at the time it is discussed; however, the committee may limit the time allowed to each speaker.

**BOARD OF REGISTERED NURSING
EDUCATION/LICENSING COMMITTEE MINUTES**

DATE: March 6, 2013

TIME: 0900-1200

LOCATION: Four Points by Sheraton
4900 Duckhorn Drive
Sacramento, CA 95834

DRAFT

PRESENT: Michael Jackson, MSN, RN, Chair
Trande Phillips, RN
Raymond Mallel
Erin Niemela

STAFF PRESENT: Louise Bailey, EO; Stacy Berumen, AEO; Carol Stanford, Diversion SSM 1; Beth Scott, Deputy Chief; Kathy Hodge, Deputy Chief; Julie Campbell-Warnock, Research Program Specialist; Miyo Minato, SNEC; Katie Daugherty, NEC; Leslie Moody, NEC; Janette Wackerly, SNEC; Kelly McHan, NEC; Kay Weinkam, NEC; Cindy Cipres Klein, Board Member.

Michael Jackson called the meeting to order at 09:05 AM. Committee members introduced themselves.

9.0 REVIEW AND ACCEPT MINUTES

The January 9, 2013 Education/Licensing Committee (ELC) draft meeting minutes were presented.

ACTION: Accept the Minutes of January 9, 2013 as presented.

M/S/C: Trande Phillips/Raymond Mallel

Public input: None

9.1 RATIFY MINOR CURRICULUM REVISION

- 9.1.1 Azusa Pacific University Baccalaureate Degree Nursing Program
- 9.1.2 California State University, Fullerton, Baccalaureate Degree Nursing Program and Entry Level Master's Degree Nursing Option Program
- 9.1.3 West Coast University - Inland Empire Baccalaureate Degree Nursing Program
- 9.1.4 West Coast University - Los Angeles Baccalaureate Degree Nursing Program
- 9.1.5 West Coast University - Orange County Baccalaureate Degree Nursing Program
- 9.1.6 College of San Mateo Associate Degree Nursing Program
- 9.1.7 College of the Sequoias Associate Degree Nursing Program
- 9.1.8 Grossmont College Associate Degree Nursing Program
- 9.1.9 Imperial Valley College Associate Degree Nursing Program
- 9.1.10 Los Angeles Trade-Tech College Associate Degree Nursing Program
- 9.1.11 Yuba College Associate Degree Nursing Program
- 9.1.12 Charles Drew University of Medicine and Science Entry Level Master's Degree Nursing Program

Acknowledge Receipt of Program Progress Report:

- 9.1.13 California State University, Dominguez Hills, Entry Level Master's Degree (MEPN) Nursing Program

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9.1.14 California State University, Fullerton, Baccalaureate Degree Nursing Program and Entry Level Master's Degree Option Program

9.1.15 California State University, Dominguez Hills, Nurse Practitioner Program

9.1.16 San Joaquin Valley College Associate Degree Nursing Program

Leslie Moody, NEC, presented this report.

ACTION: Ratify Minor Curriculum Revisions and Acknowledge Receipt of Program Progress Report as presented.

M/S/C: Michael Jackson/Trande Phillips

Public input: None

9.2 CONTINUE APPROVAL OF PRELICENSURE NURSING PROGRAM

9.2.1 California State University, Northridge, Accelerated Baccalaureate Degree Nursing Program. Dr. Mariann Hattar-Pollara, PhD, CNS, RN, FAAN, Chairperson of Department of Nursing and Program Director, represented the program.

Miyo Minato, SNEC, presented this report. On December 5 – 6, 2012, Leslie Moody, NEC, and Miyo Minato, SNEC, conducted a regularly scheduled continuing approval visit at CSUN, Accelerated Baccalaureate Degree Program. The program was found to be in compliance with Board rules and regulations. One recommendation was given related to Section 1424(d) Resources.

CSUN is a diverse university community of about 36,000 students, located in the San Fernando Valley. The Board gave initial approval of the CSUN Accelerated BSN Program in April 2007. The program started with 18 students in May 2007 and graduated 16 students in Summer 2008. The program admits 18-19 students each admission. Currently they admit twice a year, and admitted their 10th cohort of students.

In July 2011, the Nursing Program, which is housed in the College of Health and Human Development, was designated as Department of Nursing, and Dr. Hattar was named as the Chair of the Department. This organizational change allowed the department to have allocated departmental budget and helped to provide resources for support staff. Resources for current classroom spaces, skills/simulation lab, and office spaces are adequate to support the number of students. However, lab spaces are limited for additional increases to the current cohort size. There is a new larger Nursing Department space allocated within the current building and plans are underway for the renovation. Because of the future plans for expansion of the graduate programs, including the DNP program, it is anticipated that current nursing department spaces would be needed in addition to the new spaces to handle the enrollment expansion.

Dr. Hattar-Pollara discussed her plans for the nursing program that included developing and stabilizing faculty and implementing key roles, such as Clinical Coordinator and Simulation Lab Coordinator. At the time of the visit there was a loss of one FT tenured faculty, and the search was ongoing to fill the three vacant tenured faculty positions that had been approved. The meeting with the faculty showed a cohesive group of core FT faculty group working together on a major curriculum change proposal. There was representation of PT faculty at the meeting that demonstrated close coordination between FT/PT faculty. The faculty group is working to incorporate the CCNE Essential Competencies, IOM Recommendations, and the QSEN Competencies. Documents showed that the program was conducting program evaluations following their systematic plan and making changes based on the results.

NECs visited clinical sites at Providence St. Joseph's in Burbank and Northridge Hospital. Students shared their experiences at clinical sites, explained how they were prepared in the lab and reported that they were well prepared to take on the assignment. Second-semester students showed self-confidence

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when describing their patients and clinical experiences they were having. They credited the clinical agencies with helpful staff and their faculty for excellent guidance and support for their learning.

The meeting with student groups reported well organized program, and the majority of students reported that they felt their concerns were addressed by the faculty and the program. Although there were lab hours available for practice by appointment, students expressed that more open lab hours where they can drop in as needed during the week would benefit their learning.

Miyo Minato, SNEC, advised that there are currently adequate faculty to deliver the program so the additional time is being taken to fill the currently vacant position to ensure they hire the best qualified candidate. Michael Jackson requested NEC recommendation and Ms. Minato recommended continuing approval.

ACTION: Continue Approval of California State University, Northridge, Accelerated Baccalaureate Degree Nursing Program.

M/S/C: Michael Jackson/Raymond Mallel

Public input: None

9.2.2 California State University, San Bernardino, Baccalaureate Degree Nursing Program (San Bernardino and Palm Desert Campuses).

Dr. Jean Nix, Program Director; Dr. Asma Taha, Assistant Program Director; Dr. Dwight Sweeney, Interim Chair; Dr. Kirsten Fleming, Dean; Dr. Andrew Bodman, Provost and Vice President, represented the program.

Miyo Minato, SNEC, presented this report. On November 19-21, 2012, Badrieh Caraway and Carol Mackay, NECs, conducted a continuing approval visit at CSUSB, BSN program. The program was found to be in non-compliance with nine of the BRN's regulations. There were no recommendations.

The program attracts culturally and ethnically diverse students. At the time of the visit, a total of 350 students were enrolled: 288 students on the San Bernardino (SB) campus and 62 students on the Palm Desert (PD) campus. For the past two years, fifty students were admitted to the SB campus in the fall and spring semester. The number of students admitted to the PD campus is contingent on support from the Desert Health Care District, as the PD campus does not receive state funding. In 2010-2011, 22 students were admitted at PD. This year 18 students were admitted.

The PD campus is new with state-of-the-art classrooms and skills/simulation lab. The SB campus has a new state-of-the-art skills/simulation/computer lab; however, there is insufficient large classroom space to accommodate its nursing theory courses. The program has implemented various strategies to assist in student retention and success: changes to admission criteria, curriculum revisions, faculty development, implementation of ATI, and grant funded tutoring/mentoring. Attrition ranges from 10.2% - 2.1% (2004-2011). The Annual NCLEX pass rate ranged from 77.5% in 2005-2006 to 81.48% in 2011-2012.

Since 2004, there have been multiple changes in nursing leadership in the program (three different program directors) and in campus administration. The preparation of the Self Study (SS) for the visit was a major challenge for the director and faculty. Many important supportive documents were missing and an outdated format/information was submitted. This resulted in the initial SS being returned and a revised SS being prepared in a short period of time. Overtime, the lack of strong leadership in the program director position has resulted in many of the areas of non-compliance identified on this visit: for example, multiple curriculum changes have been implemented without BRN approval; students were assigned to a new clinical agency fall 2012 without a signed clinical contract or BRN approval; and the 30-Unit Option was deleted from the nursing curriculum. On the visit, nursing leadership on the PD campus was also found to be deficient: the

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PD students reported frustration because they were experiencing difficulties in the program and they did not know who the nursing program administrator was in order to seek help.

Multiple areas of non-compliance related to faculty were identified on the visit: clinical faculty members, not BRN approved to teach geriatric nursing, are teaching this content; a clinical faculty member was teaching without BRN approval and upon review did not meet BRN requirements; a theory faculty member was teaching outdated material that did not match the textbook; the Skills Lab Coordinator position on the PD campus was vacant; and, there was no regularly scheduled time for teaching teams to confer, develop and discuss course student matters. Documentation of recent CE hours and work experience of faculty was also missing from the SS; hence, it was not possible to determine current expertise of faculty. The program reported difficulty finding qualified preceptors for its transition course at the end of its program. As a result, a student taking this course was placed in a hospital nursing education department for her clinical experience which does not meet the BRN regulation.

The university administration and the faculty are committed to student success and correcting the areas of non-compliance identified on the visit. A progress report (PR) was submitted on January 1, 2013. Actions correcting three areas of non-compliance were described: adequate classroom space on the SB campus and hiring of a Skills Lab Coordinator for the PD campus; sufficient number of preceptors for the transition course at the end of the curriculum; and, the contract and BRN approval for Desert Valley Hospital were obtained.

In addition to this corrective action, the PR presents plans for addressing the remaining areas of non-compliance. A search for a program director was initiated 9/15/2013 and is open until the position is filled. In addition, an existing assistant director at the program is being mentored for the director position. She currently has functioned as an assistant director for six months. A major curriculum change with a curriculum consultant is also planned to update the curriculum and reduce the total number of program units. The one area the PR does not satisfactorily address is the deficiencies identified related to team teaching (CCR Section 1424(g) Faculty Responsibilities).

Michael Jackson asked about the plan to address areas of noncompliance. Jean Nix, Program Director, informed that geriatric content is integrated into the psych/mental health and med/surg courses so all of those faculty must complete remediation, and about half have completed at this time. Work is also being done to integrate the LVN-RN program students who will be initially started as a separate cohort. Michael Jackson asked about activity to fill faculty vacancies. Dr. Fleming reported that there are two active searches being conducted and that meetings with candidates will be conducted during the next two weeks. Dr. Nix added that by the end of the Spring quarter most corrections for noncompliance will be completed. Dr. Sweeney explained that a full-time lab coordinator has now been assigned to the Palm Desert campus, documentation has been obtained regarding current continuing education for all faculty, qualified content experts have been assigned for all areas, geriatrics remediation will be completed by the end of this term for all required faculty, classroom space has been increased, and a new process is being developed for assessing the point of admission for VN-RN applicants. Dr. Sweeney identified the two ongoing areas of challenge are securing qualified faculty in light of doctoral degree and current clinical experience requirements combined with low salaries, and the chancellor's requirement to revise the program curriculum to reduce total required graduation units. Michael Jackson asked about difficulties securing qualified preceptors. Dr. Nix reported that there was increasing difficulty finding adequate numbers of staff nurses who are willing to serve as preceptor, and expressed that she did not understand the noncompliance related to placing a student with a clinical facility educator for the preceptored experience. Louise Bailey, BRN Executive Officer, asked whether someone has been assigned at the Palm Desert campus so that students have a resource. Dr. Sweeney advised that a new full-time

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coordinator has been assigned and he met twice recently with students at the PD campus to ensure they are aware of the new coordinator and the chain of communication. Raymond Mallel asked about NCLEX-RN pass rates. Dr. Nix reported that the NCLEX pass rate has risen and that she is receiving e-mails from students indicating increased satisfaction with the program. Michael Jackson requested NEC recommendation and Ms. Minato recommended defer action and require a progress report for the August 2013 meeting.

ACTION: Defer Action to Continue Approval of California State University, San Bernardino, Baccalaureate Degree Nursing Program. Progress report required to be presented at August 2013 Education/Licensing Committee meeting.

M/S/C: Michael Jackson/Trande Phillips

Public Input: None.

9.2.3 San Francisco State University Baccalaureate Degree and Entry Level Master's Degree Programs.

Dr. Lynette Landry, Director of the School of Nursing, represented the program.

Kay Weinkam, NEC presented this report. The continuing approval visit to the San Francisco State University programs was completed in November 2011. Findings for the areas of non-compliance were related to CCR Sections 1427(a) and (c) (1)-(6) Clinical Facilities. The program submitted a response to the findings in February 2012 that was then presented to the Education/Licensing Committee at its October 30, 2012, meeting. Compliance with CCR 1427(c) had not yet been achieved, but was in progress. The Committee recommended to Defer Action on the Continued Approval, and the Board so acted at its November 28, 2012 meeting

The Director and faculty have continued to work to correct the areas of non-compliance. The finding now is that the program is placing students in clinical facilities that either have agreements in place that address the regulation's components or have signed an amendment developed and referred to as "BRN Amendment" on the contract chart. In its report February 2012, SFSU stated "As contracts are renewed the required language is embedded in the new contract language negating the need to obtain an additional signed document from the agency." There is now a Clinical Placement Coordinator for the Nursing Program who, with either the program's administrative team or director, will coordinate the Program's work with the University's Procurement Office which has responsibility for overseeing these agreements on behalf of the University. The program is now in compliance with CCR 1427 Clinical Facilities.

Michael Jackson requested NEC recommendation and Ms. Weinkam recommended continue approval.

ACTION: Continue Approval of San Francisco State University Baccalaureate and Entry Level Master's Degree Programs.

M/S/C: Michael Jackson/Trande Phillips

Public Input: None

9.2.4 American River College Associate Degree Nursing Program.

Ms. Victoria Maryatt, MSN, RN, Program Director, represented the program.

Kelly McHan, NEC presented this report. American River College is one of four colleges in the Los Rios Community College District in the Sacramento area. The college is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC/WASC). The first nursing class graduated in 1970. Victoria Maryatt, MSN, RN, has served as director since 2003 and is also responsible for the college's Nursing Assistant/Home Health Aide and Healthcare Interpreter certificate programs. Susan Peterson, MSN, RN, is the assistant director.

A continuing approval visit was conducted on December 4-6, 10, 2012 by Kelly McHan, Nursing Education Consultant. The program was found to be in compliance with nursing regulation and BRN

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guidelines. Two recommendations were made: CCR 1426 (d) Curriculum and CCR 1427(c)(5) with reference to 1424(b)(1) Clinical Facilities; Evaluation, for which the program submitted a written plan.

Currently the program admits 43 students into the generic program each fall and spring semesters. Eligible vocational nurses and psychiatric technicians may apply for admission into the third semester following completion of prerequisites through the Career Mobility Program. An exceptional cadre of experienced and stable faculty worked through committees to submit an exemplary self-study. Believing that the Total Program Evaluation Plan should consist of more than a collection of data, the faculty has developed an evaluation process that results in detailed analysis of program elements along with a continuous action plan. Curriculum constructs and threads incorporate the Standards of Competent Performance as well as other current standards in nursing education and are leveled throughout the program. Students benefit from a variety of clinical experiences in multiple acute facilities. The program enjoys a positive reputation in the community. Attrition rates for academic years 2007/2008 through 2010/2011 range from 25% to 36%, while the permanent exit rates remain under 20%. The program has developed and will implement a multi-criterion selection process for fall 2013 admissions which is expected to improve attrition rates. NCLEX-RN pass rate: 2008-09 91.53%; 2009-10 92.23%; 2010-11 90.53%; 2011-12 95%.

Raymond Mallel complimented the program regarding the NCLEX-RN pass rate. Trande Phillips asked about a plan to address attrition. Ms. Maryatt reported the new admission screening tool is based on extensive research and is hoped to support student success but the program plans to continue to monitor attrition. Michael Jackson requested NEC recommendation and Ms. McHan recommended continue approval.

ACTION: Continue Approval of American River College Associate Degree Nursing Program

M/S/C: Michael Jackson/Trande Phillips

Public Input: None.

9.2.5 Merritt College Associate Degree Nursing Program

Ms. Dawn Williams, MSN, RN, Program Director; Ms. Anita Black, Vice President – Instructional Programs; Dr. Norma Ambriz-Galaviz, President, represented the program.

Kay Weinkam, NEC presented this report. Dawn Williams, M.S.N., RN is the Program Director. The Assistant Director is Lynn Bratchett, M.S., M.B.A., RN. Merritt College is one of four colleges in the Peralta Community College District in Alameda County. Two colleges are in Oakland, one is in Alameda, and one in Berkeley. Merritt College established its Registered Nursing Program and admitted its first class of students in 1961. Merritt College moved to its present site in the East Oakland hills in 1971. The program admits students once a year and currently has 57 students enrolled in the nursing program. Both the students and the faculty at Merritt College reflect the great diversity of the East Bay.

Kay Weinkam, NEC conducted the regularly scheduled continuing approval visit on November 19-21, 2012. Four areas of non-compliance were identified: CCR Section 1424(a) Philosophy; 1424(c) Administration; 1424(d) Resources; and 1427(c) Clinical Facilities. One recommendation was made related to Section 1424(b)(1) Total Program Evaluation. The program submitted a progress report dated January 31, 2013, which addressed the four areas of noncompliance and the recommendation. The letter and documents have been reviewed with the outcome being a finding that, although progress has been made during the two months since the approval visit, the program continues to be in non-compliance with CCR Section 1424(c), 1424(d), and 1427(c).

Due to the efforts of the director and a faculty member who previously served as director and developed grants for the program, the Nursing Program receives a substantial amount of support from grants. However funding agencies have been subject to the same economic downturn as the District and College,

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and this funding doesn't provide a predictable foundation for ongoing program support. The program will experience significant administrative changes in the near future due to the interim status of both the President and Vice President of Instruction, and the expected limited tenure of the Dean due to her commitment for two years to Merritt College.

The average licensing exam pass rate for first-time test takers from 2008-2009 to 2011-2012 is 96%. The rate is 100% for the 24 students whose results were reported for the quartiles of July through Sept and October through December 2012. The program maintains its own Web site, and its most recent minor curriculum change request dealt with two courses integrating both online and onsite classroom components. Since the last approval visit, the admissions process has been streamlined so that is more effective. The program now incorporates the State Chancellor's Model for evaluation of applications in its admissions process.

The program's strength is the commitment of its faculty to the success of the program and their creativity since the last approval visit in successfully addressing the low NCLEX scores of the past. The program now continues to focus on its remediation program for those students who score below 62% on the TEAS and continues to address improving the program's retention rate by its revision of the optional summer bridge course; the retention rate for those who took this class in 2011 was 100% and, in 2012, 90%.

Michael requested NEC recommendation and Ms. Weinkam recommended deferral of action to continue approval with a progress report required. College representatives expressed concern about the expenditure for program representatives to travel to a future meeting. Michael Jackson clarified that the college is expected to provide support as needed for program representatives to attend the meeting as required.

ACTION: Defer Action to Continue Approval of Merritt College Associate Degree Nursing Program. Progress Report required to be presented at the October 2013 Education/Licensing Committee meeting.

M/S/C: Michael Jackson/Erin Niemela

9.2.6 Santa Ana College Associate Degree Nursing Program.

Ms. Mary Steckler, MSN, RN, Assistant Director, represented the program.

Leslie Moody, NEC, presented this report. Becky Miller, MSN, RN, Associate Dean of Health Sciences/Nursing has served as the program director since July 5, 2005. Two Assistant Directors work with Ms. Miller: Mary Steckler, MSN, RN, Department Chair/Skills Lab Coordinator, and Regina Giroux, DNSC, RN, Assistant Director for the Extended Campus. On December 4 and 5, 2012, Carol Mackay, Gloria Middleton and Badrieh Caraway, NECs, conducted the regularly scheduled continuing approval visit at SAC. The program was found to be in compliance with Board rules and regulations.

Santa Ana College (SAC), founded in 1915, is one of the two colleges in the Rancho Santiago Community College District (RSCCD) and is accredited by WASC. The college is in the middle of Orange County with boundaries that include the cities of Santa Ana, Orange, Tustin, and Garden Grove. The nursing program at SAC is NLNAC accredited. The last NLNAC accreditation visit occurred in 2007, and SAC attained an eight year re-accreditation status.

The traditional program offered on the SAC campus is delivered over 16 weeks. Clinical rotations are mainly arranged in 8-12 hour format once or twice per week. Theory courses are scheduled on two weekdays during the day. The Extended Campus Program (ECP) began in fall 2003. Alternative scheduling in an evening/weekend format is offered at the ECP campus in 16-21 week semesters, depending on particular content of the semester. Clinical rotations in 12 hour formats are arranged on Saturdays, or every other Saturday and Sunday. The ECP theory courses are scheduled on Thursday

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evenings. During the fourth semester, students from the traditional and ECP programs merge for the theory course which is offered two days per week. All clinical rotations in the fourth semester are 12 hours one day per week for 12 weeks, followed by 96 hour preceptorship over 4 weeks. The ECP has been highly successful in providing students the opportunity to complete the program via an evening/weekend schedule while working. There is ample classroom, skills lab and faculty office space on the extended campus site.

The nursing department was awarded the Center for Nursing Expansion and innovation grant (CFN), a workforce investment Act grant (WIA), in October, 2005. The five-year grant had the goals of increasing enrollment, providing NCLEX-RN review course to graduates and repeat test takers, and providing education for preceptors. Multiple sources of funding resulted in over \$6 million in funds. The grant was scheduled to end in 2010. Due to program success, the nursing department was awarded the second CFN for 2010-2014. In spring 2011, the nursing department was notified of the possible defunding of the second CFN grant due to state and federal economic situation. Santa Ana College made the decision and commitment to continue funding the students in progress. It was later determined that the California Community College Chancellor's Office will be able to fund the cost of students until June 2013. The admission process will change in fall 2013 to use of multi-criteria screening for selection of the spring 2014 admitting class.

A major curriculum change to investigate and incorporate Quality and Safety Education for Nurses (QSEN) is scheduled for implementation in fall, 2015. It is evident that faculty are working as a cohesive work group and consistently maintaining high standards of educational rigor across the curriculum. Faculty effectively described use of the program content experts across the curriculum and the ongoing improvements made in instruction based on use of evaluative data. The faculty has also developed a group peer review of each level of instruction. Simulation opportunities have been implemented into every level of the program. In general, the collective responses of students indicate high levels of satisfaction with the program. Faculty are viewed as knowledgeable and competent, as well as supportive of students and committed to student success. Annual pass rates from July, 2010- June, 2012 have ranged between 88.06 % to 92.16%. The standardized testing changed from ATI predictive test to Kaplan in 2010, and it is utilized throughout the nursing program.

SAC has consistently demonstrated excellence as a pre-licensure RN nursing education program and the site visit evidence validates the program's ability to sustain the educational rigor while being committed to student success. There is a strong commitment by the faculty and the administration team to maintain the high standards at the program. The program continues to have an outstanding reputation in the communities it serves. Employment opportunities for graduates remain excellent.

Michael Jackson commented on the program's success and the evening/weekend program. Ms. Steckler attributed program success to strong support from college leadership and the community, such as the relationship with St Joseph's Hospital who partnered with the college to provide the evening/weekend program to meet staffing needs. Raymond Mallel commented that the program has a good foundation and Ms. Steckler replied that a good fundamentals course is important and the program also increased the length of the VN—RN transition course from 8 to 16 weeks to increase student success. Michael Jackson requested NEC recommendation and Ms. Moody recommended continue approval.

ACTION: Continue Approval of Santa Ana College Associate Degree Nursing Program.

M/S/C: Michael Jackson/Erin Niemela

Public Input: None.

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9.3 MAJOR CURRICULUM REVISION

9.3.1 San Francisco State University Baccalaureate Degree Nursing Program.

Dr. Lynette Landry, Director of the School of Nursing represented the program.

Kay Weinkam, NEC, presented this report. San Francisco State University proposed a major curriculum revision to be effective, if Board-approved, fall 2013. The revision was approved by the University's Academic Senate on November 3, 2012.

In developing the proposal, faculty considered CCR Section 1426 Required Curriculum components as well as the American Association of Colleges of Nursing (AACN) *Essentials of Baccalaureate Education in Nursing* guidelines and the Commission on Collegiate Education in Nursing (CCNE) accreditation standards. The program has provided representation at area meetings related to the integration of the Quality and Safety Education for Nurses (QSEN) knowledge, skills, and abilities competencies in nursing programs' curricula, and has used these competency categories as its framework for the curriculum. The areas are: patient centered care; teamwork and collaboration; evidence-based practice; quality improvement; safety; and informatics.

The nursing process is introduced in the health promotion and health assessment classes during the first semester. Students will then refine their use of the process in subsequent theory/practicum courses for the remaining three semesters of the program. As with the nursing process, basic intervention skills in preventive, remedial, supportive, and rehabilitative nursing are introduced in the first semester in the health assessment class (integrated theory/lab course). In 2nd and 3rd semester lab courses, students learn more intervention skills such as inserting catheters, IV management, NG management, wound care, etc. The labs are leveled, beginning with very basic assessments and interventions and then moving the students to the more complex interventions and assessments through the subsequent 2 semesters.

There are ten nursing courses, for a total of 47 semester units, which contain 24 units of theory and 23 units of clinical. This number of units exceeds the requirement for CCR Section 1426. The program has reduced the number of physical and behavioral science units from the previously approved 28 units to 18 and the communication units from 9 to 6. The total units for licensure are 71, with 49 other degree requirement units for award of the baccalaureate degree. As part of this revision, the program has also developed a course NURS530 Community Health and Global Perspectives so that the graduates will be eligible to apply for the Public Health certificate. The proposed curriculum will be offered over four, rather than the current five semesters. Students already enrolled in the program spring 2013 will graduate spring 2015 along with the students admitted under the new curriculum fall 2013.

Michael Jackson requested NEC recommendation and Ms. Weinkam recommended approval.

ACTION: Approve Major Curriculum Revision for San Francisco State University Baccalaureate Degree Nursing Program

M/S/C: Michael Jackson/Trande Phillips

Pubic Input: None.

9.3.2 Merced College Associate Degree Nursing Program.

Ms. Kitty Cazares, Program Director represented the program.

Katie Daugherty, NEC, presented this report. The major curriculum changes being proposed are based on evaluative feedback from students, in-depth faculty analysis of curriculum in concert with curriculum expert/consultant, Dr. Linda Caputi. The proposed changes are designed to strengthen program learning outcomes and respond to the institutional commitment to effectively facilitate transfer pathways leading to a BSN degree as outlined in AB 1295 and SB 1440. As a result of the three year curriculum revision process, the proposed curriculum changes are slated for implementation in Fall 2013 as summarized below:

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- Revise the program philosophy, conceptual framework, terminal program goals/outcomes and course objectives/competencies/outcomes without substantive changes in the existing nursing course content, sequencing or course progression.
- Eliminate unnecessary duplications/redundancies in the program pre-requisite/degree course requirements and the nursing program of study.
- Reduce total CRL science units from 35 to 30 units by eliminating the stand alone human development (3 units) course. This content is now well integrated in core nursing courses, REGN 15, 24, 34, and 44. The units in math and chemistry/any Area B1 science will be reduced; Math C recommended (is 4 instead of 5 units- Math A) and chemistry/Area B1 course requirement (is now 3 instead of 4 units).
- Add Communication 4 course as an option along with Comm. 1 or 5; increase total communication units from 6 to 7 units; Eng 1A is now 4 instead of 3 units.
- Change history course requirement to any Area D2 course and the sociology requirement to any area D1 course.
- Reduce the total nursing units from 48 to 41 units. Total nursing theory will be decreased from 24 to 21 units and nursing clinical units from 24 to 20 units.
- Reduce the total number of Pharmacology units from 6 to 3 units; pharm is now re- numbered REGN 18; content from the former 1 unit series of pharm courses(REGN 26, 36, and 46) will be integrated into nursing core courses REGN 15, 24, 34, and 44.
- Add 1unit to REGN 24 OB theory content and 1unit of Peds theory content to REGN 34.
- Eliminate REGN 17, 27, 37, and 47 clinical skills courses; absorb desired clinical learning activities into newly numbered nursing core courses REGN 15, 24, 34, and 44; these core nursing courses combine theory and clinical components in each core course.
- Eliminate the two stand alone 1 unit leadership courses (REGN 38, 48); eliminate redundant content and move essential leadership content into REGN 15, 24, 34, and 44.
- Decrease total CRL and degree/graduation units from 89 to 78 units for the generic option and 81 units for the LVN to RN options as listed on the attached CRL/TCP forms.

Michael Jackson requested NEC recommendation and Ms. Daugherty recommended approval.

ACTION: Approve Major Curriculum Revision for Merced College Associate Degree Nursing Program.

M/S/C: Erin Niemela/Ray Mallel

Public Input: None.

9.4 2011-2012 REGIONAL ANNUAL SCHOOL REPORTS

Julie Campbell-Warnock, Research Program Specialist presented this report.

The Regional Annual School Reports present the historical analyses of nursing program data from the 2002-2003 BRN Annual School Survey through the 2011-2012 survey for the nine economic regions in California. Each region has a separate report. All data are presented in aggregate form, and describe the overall trends in these regions over the specified periods. The data items addressed include the numbers of nursing programs, enrollments, completions, retention rates, student and faculty census information, simulation centers and student access to clinical sites and experiences.

The nine regions include: (1) Northern California, (2) Northern Sacramento Valley, (3) Greater Sacramento, (4) Bay Area, (5) San Joaquin Valley, (7) Central Coast, (8) Southern California I (Los Angeles and Ventura Counties), (9) Southern California II (Orange, Riverside, and San Bernardino Counties), and (10) Southern Border Region. Counties within each region are detailed in the corresponding report. The Central Sierra (Region 6) does not have any nursing programs and was, therefore, not included in the analyses.

ELC meeting minutes
March 6, 2013

The San Francisco Bay Area Report (Region 4) is attached as a sample. Final reports will be made available to the public on the BRN website after review by the full Board.

Ms. Campbell-Warnock reported that any interesting or significant comparisons between data in different regions will be presented at the April 2013 Board meeting.

ACTION: Place on April 10, 2013 Board meeting agenda.

Public input: None

9.5 PUBLIC COMMENT FOR ITEMS NOT ON THE AGENDA

Public input: None.

Meeting adjourned at 1020.

Submitted by:

Accepted by:

Leslie A. Moody, MSN, MAEd, RN
Nursing Education Consultant
ELC Liaison

Michael Jackson, MSN, RN
Chairperson

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 7.1
DATE: May 8, 2013

ACTION REQUESTED: Ratify Minor Curriculum Revisions and Acknowledge Receipt of Program Progress Report

REQUESTED BY: Leslie A. Moody, Nursing Education Consultant

BACKGROUND:

According to Board policy, Nursing Education Consultants may approve minor curriculum changes that do not significantly alter philosophy, objectives, or content. Approvals must be reported to the Education/Licensing Committee and the Board.

Minor Curriculum revisions include the following categories:

- Curriculum changes
- Work Study programs
- Preceptor programs
- Public Health Nurse (PHN) certificate programs
- Progress reports that are not related to continuing approval
- Approved Nurse Practitioner program adding a category of specialization

The following programs have submitted minor curriculum revisions that have been approved by the NECs:

- 7.1.1 California State University, Chico, Baccalaureate Degree Nursing Program
- 7.1.2 California State University, Fresno, Baccalaureate Degree Nursing Program
- 7.1.3 California State University Sacramento/California State University Stanislaus Collaborative Accelerated Baccalaureate Degree Nursing Program Option
- 7.1.4 College of the Desert Associate Degree Nursing Program
- 7.1.5 Fresno City College Associate Degree Nursing Program
- 7.1.6 Imperial Valley College Associate Degree Nursing Program
- 7.1.7 Mendocino College Associate Degree Nursing Program
- 7.1.8 Mount San Antonio College Associate Degree Nursing Program
- 7.1.9 Mt. San Jacinto College, MVC, Associate Degree Nursing Program
- 7.1.10 Santa Monica College Associate Degree Nursing Program
- 7.1.11 West Hills College, Lemoore Associate Degree Nursing Program

Acknowledge Receipt of Program Progress Report:

- 7.1.12 Humboldt State University Baccalaureate Degree Nursing Program
- 7.1.13 California State University, Dominguez Hills, Entry Level Master's Degree Nursing Program
- 7.1.14 College of the Siskiyous LVN to RN Associate Degree Nursing Program
- 7.1.15 El Camino College Associate Degree Nursing Program

NEXT STEP: Place on Board Agenda.

FISCAL IMPACT, IF ANY: None

PERSON TO CONTACT: Leslie A. Moody, RN, MSN, MAEd
Nursing Education Consultant
(760) 369-3170

MINOR CURRICULUM REVISIONS
Education/Licensing Committee
DATE: May 8, 2013

SCHOOL NAME	APPROVED BY NEC	DATE APPROVED	SUMMARY OF CHANGES
California State University Chico Baccalaureate Degree Nursing Program	K. Daugherty	03/28/2013	Effective Fall 2013, increase the total nursing units from 49.5 to 51 units by adding one unit to N493 making it a 2 units theory course and adding a ½ unit to N424 making it a 3 instead of 2.5 units clinical course. Total nursing theory units will increase from 30 to 31 units and total nursing clinical units will be 20 units instead of 19.5 units. CRL units will increase from 76.5 to 78 units. Other degree course, N444 will be eliminated due to variability in student learning experiences and faculty challenges finding appropriate preceptors. This change will decrease the other degree units from 43.5 to 42 units; the total units for graduation will remain 120 units. Additionally, the program will re-sequence existing 4 th and 5 th semester nursing courses (move N494/N495, N463 and N484 from 5 th to the 4 th nursing term and move N422 and N424 from 4 th to 5 th term to better consolidate medical/surgical, gerontology, and capstone simulation content and clinical practice in the 4 th nursing term prior to the fifth semester courses (N422 and N424) that are focused on leadership, management and patient care management for a group of patients. The LVN 30 unit option will now total 30 units instead of 29.5 units with the change in N424. These changes are based on several terms of student evaluative feedback and faculty analyses.
California State University, Fresno, Baccalaureate Degree Nursing Program	K. Weinkam	02/27/2013	Effective fall 2013, SOC 3 Critical Thinking about Society (3 units) will be the course used to meet the requirement for Societal/Cultural Pattern rather than the previously approved SOC 1, 2, or ANTH 2.
California State University Sacramento/California State University Stanislaus Collaborative Accelerated Baccalaureate Degree Nursing Program Option	K. Daugherty	03/05/2013	The first cohort in this collaborative partnership offered through the contract education division of the university will complete the program in May 2013. The program has maintained excellent retention (29 of 30 CSU Sacramento students). Due to limited resources and current employment opportunities for graduates, CSU Sacramento will indefinitely suspend future enrollment in this collaborative degree option. CSU Sacramento will continue to enroll students in the traditional generic BSN degree option.
College of the Desert Associate Degree Nursing	L. Moody	04/03/2013	Transfer objectives, content and units (0.5) for Nursing 4B Management Concepts in Nursing into course Nursing 4A (4.0 units) Acute Alterations in

MINOR CURRICULUM REVISIONS
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SCHOOL NAME	APPROVED BY NEC	DATE APPROVED	SUMMARY OF CHANGES
Program			Health to combine the two courses into one 4.5 unit course with no change to content, objectives or total units. The new course name is Nursing 4-Concepts of Nursing Practice for Acute Complex Alterations in Health.
Fresno City College Associate Degree Nursing Program	K. Weinkam	04/08/13	<p>The clinical units for RN 66 Nursing Care of the Client with Behavioral and Emotional Disorders has been increased 0.5 unit to 2 semester units. The theory units for RN 53 Nursing Care of the Older Adult have been reduced by 0.5 unit to 1.0 unit. RN 53 is taken within the same semester as two courses that offer theory and clinical related to the Older Adult.</p> <p>The program is participating in a subset of 11 community colleges of the Central Valley Higher Education Consortium. Fresno City College will offer a pilot program extending through summer of 2014 related to the LVN-to-RN Program. The transition courses for LVNs will be redesigned to support a successful program, and will be offered in the beginning of the third semester followed by the courses offered that semester related to the adult/older adult. This sequence will ensure that the program is completed in two semesters.</p>
Imperial Valley College Associate Degree Nursing Program	L. Moody	03/20/2013	Psychiatric nursing courses, Nurs 224 (theory) and Nurs 225 (clinical), will be re-sequenced to the summer session occurring between the first and second years of the program cycle to facilitate clinical placement and in response to student concerns regarding the current course workload for the program's second semester. For Fall admitted cohorts, the Psych courses will follow the Spring 2 nd semester of the program and for Spring admitted cohorts, the Psych courses will follow the Spring 3 rd semester of the program. This change will be implemented beginning Summer 2013.
Mendocino College Associate Degree Nursing Program	J. Wackerly	03/22/2013	Nurs 52 Nursing lab course name and number change to Nurs 52A (first semester, Nurs 52B(second semester), Nurs 52C (third semester) 52D (fourth semester) and 52T (transition lab for LVN bridge). These changes in lab courses will allow increased difficulty in content as semester progress and allow students to build toward safer practice in competent and systematic format. Course objectives increase in difficulty each semester allowing students

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SCHOOL NAME	APPROVED BY NEC	DATE APPROVED	SUMMARY OF CHANGES
			to challenged and to develop skills they need to be safe. Add an option for psychology: Psy 210 Lifespan Development Psychology.
Mount San Antonio College Associate Degree Nursing Program	M. Minato	03/28/2013	In addition to SPCH 1 A, Public Speaking, the program will accept SPCH 2, Fundamentals of Communication, and SPCH 8, Professional Speaking, as courses fulfilling the requirement for Verbal Communication.
Mt. San Jacinto College, MVC, Associate Degree Nursing Program	S. Ward	4-5-13	The program submitted a progress report on 3/25/13 providing an update on actions taken to implement the previously submitted staffing plan. The college allocated and funded three full-time tenure track faculty positions. Candidates anticipated to fill the positions are in the final phase of recruitment. The student success counselor is converted to a 100% college funded position. Skills lab and clerical administrative support positions are funded through a combination of college and grant sources for projected enrollments in academic year 2013-2014. The next scheduled continuing approval visit is in Fall 2014.
Santa Monica College Associate Degree Nursing Program	M. Minato	03/26/2013	The program reported the course title change of Speech 5 to Communication Studies 35 (Com St 35) and will accept Com St 11, Elements of Public Speaking, or Com St 35 to meet the oral communication requirement. Accepting either communication course facilitates the graduates' transfer to the CSU system. The program also reported that the nursing faculty incorporated Quality and Safety Education for Nurses (QSEN) Pre-Licensure Nursing Competencies in the curriculum. No changes were made to course objectives. These curricular changes do not impact nursing units or total program units.
West Hills College, Lemoore Associate Degree Nursing Program	K. McHan	04/05/2013	Effective fall 2013, content required for licensure is decreased from 51.5 units to 49.5 units by eliminating Nurs13, Leadership. The unit reduction will eliminate the redundant presentation of leadership concepts in the nursing curriculum. Synthesis, analysis, and application of leadership concepts is particularly focused in simulation learning lab courses.

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SCHOOL NAME	APPROVED BY NEC	DATE APPROVED	PROGRESS REPORT
Humboldt State University	J Wackerly	03/22/2013	Humboldt State University BSN program was discontinued by President Richmond fall 2010. The remaining nursing students by cohort have completed the BSN program. The last cohort of nursing students graduated December 2012 and all enrolled nursing student have graduated. Marshelle Thobaben, MSN, RN Director of Nursing will complete her work in the BSN program May 2013.
California State University, Dominguez Hills Entry Level Master's Degree Nursing Program (MEPN)	M. Minato	04/08/2013	The program submitted the Final Progress Report on the Master's Entry Professional Nursing (MEPN) Program addressing the final area on faculty and resourced of pending progress on the plan previously submitted for compliance with the Board rules and regulations. The progress report focused on the resolution of areas of concerns in the MEPN program related to: Faculty/Resources, Curriculum and Faculty Responsibility/Participation, and showed hiring of faculty as per the plan submitted in the last progress report. Faculty hiring plan was for the ELM and the NP Programs. The hiring of the last tenured faculty for NP Program will complete the Program's plan that was submitted to the Board on August 2012. This final report included progress on the final phase of hiring of the FNP faculty for the CSUDH NP Program.
College of the Siskiyous LVN to RN Associate Degree Nursing Program	K. Daugherty	03/22/2013	In November 2012, the Board deferred action on the continuing approval of the program due to the lack of adequate type and number of full time faculty resources (3 full time faculty plus program director). This area of non-compliance occurred in large part due to faculty turnover, program director retirement and a significant institutional budget deficit for academic year 2012-13. These factors precluded timely hiring of the two needed full time faculty replacements. Job announcements for the two full time positions are now posted; an 8/15/13 start date is anticipated for faculty. Sustained correction/progress in addressing the other areas of non-compliance and recommendations as described in the October/December 2012 ELC/Board documents is evidenced in the March progress report including work related to needed curriculum review/refinement. The NCLEX pass rate for Jan.-Dec 2012 is 96.15 %. The final progress report will be made at the October 2, 2013 ELC meeting.

MINOR CURRICULUM REVISIONS
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SCHOOL NAME	APPROVED BY NEC	DATE APPROVED	PROGRESS REPORT
El Camino College Associate Degree Nursing Program	L. Shainian	03/06/2013	El Camino College opened a new Math Business Allied Health (MBA) Building. The Nursing Department is located on the fourth floor. There is office space, classrooms, a skills lab, and an adjacent simulation lab area. The first floor houses a computer lab, tutoring center, student lobby and study areas. A site visit was conducted at the new building on 03/06/2013.
	M. Minato	03/18/2013	Interim Visit was conducted to follow up on anonymous complaint received for ECC Compton Center. Meetings with students and faculty were conducted at both sites. Areas of concern related to faculty/administration communication, use of ATI in the curriculum, and other curriculum issues were discussed with the director and faculty. A written progress report is due May 3, 2013.

BOARD OF REGISTERED NURSING
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AGENDA ITEM: 7.2.1

DATE: May 8, 2013

ACTION REQUESTED: Continue Approval of The Valley Foundation School of Nursing at San Jose State University, Baccalaureate Degree Nursing Program

REQUESTED BY: Janette Wackerly, MBA, RN, SNEC

BACKGROUND: Dr. Jayne Cohen, PhD,RN, WhNP-BC is the program director and the chair of the nursing department . A regularly scheduled continuing approval visit was conducted on February 13-15, 2013 by Janette Wackerly MBA, RN, SNEC. The nursing program was found to be in compliance with the Board's rules and regulations.

The Valley Foundation School of Nursing at CSU San Jose's commitment to educational rigor, scholarship, professional role development, and student success is apparent at every level within the school of nursing. The school of nursing enjoys a culturally and ethnically diverse student body and nursing students are engaged in all aspects of the education processes. Especially important to the education processes are the nursing students being fully engaged in clinical simulation each semester and also being engaged in direct patient practice with outstanding clinical sites. The SON faculty is an exceptional group with excellence in academic and clinical backgrounds. In addition, faculty have many years of teaching experience in undergraduate nursing education.

In fall 2010 the school of nursing began their successful implementation of major curriculum changes. Those changes incorporated the California Nursing Practice Act, American Association of Colleges of Nursing Baccalaureate Essentials, Quality and Safety Education for Nurses Standards, a White paper from the California Institute of Nursing and Health Care on Redesigning Nursing Education, and input from their Community of Interest. The Curriculum Committee, Content Experts, and faculty worked diligently to conduct a systematic review of the curriculum and to develop a revised curriculum.

At the time of the February approval visit there was sufficient evidence the program had improved the annual NCLEX-RN pass rates considerably from 75% to over 90%.

Valley Foundation School of Nursing San Jose	2007/2008		2008/2009		2009/2010		2010/2011		2011/2012	
	Taken	Pass%	Taken	Pass%	Taken	Pass%	Taken	Pass%	Taken	Pass%
	164	75.61	176	77.84	147	87.07	147	91.84	156	94.23

The Valley Foundation School of Nursing faculty members are proud of the increased NCLEX-RN pass rate of their graduates and have set a goal of achieving a 100% pass rate.

NEXT STEPS:

Place on Board agenda

FISCAL IMPACT, IF ANY:

None

PERSON(S) TO CONTACT:

Janette Wackerly, MBA, RN, SNEC
Supervising Nursing Education Consultant
916-574-7686

Approval Visit Report of Findings
The Valley Foundation School of Nursing
San Jose State University
February 13-15, 2013

Non-compliance None

Recommendations...None

Janette Wackerly, MBA, RN, SNEC
Supervising Nursing Education Consultant
916-574-7686

**CONSULTANT APPROVAL REPORT FOR
CONTINUING APPROVAL REVIEW**

EDP-S-08 (Rev. 09/12)

(916) 322-3350

PROGRAM NAME: Valley Foundation School of Nursing

DATES OF VISIT: February 13,14,15,2013

APPROVAL CRITERIA

			COMMENTS	WORK COPY
	Compliance	Non-Compliance		
SECTION 1: PROGRAM DIRECTOR / ASSISTANT DIRECTOR			Program Director: Jayne Cohen PhD, RN, WHNP-BC Professor and Director Director has responsibility and authority for planning, negotiating, & allocating resources for SON yearly (page 26)	
SECTION 1425(a) The director of the program shall meet the following minimum qualifications:	X			
(1) A Master's or higher degree from an accredited college or university which includes course work in nursing, education or administration;	X		PhD from UCSF MSN from UCSF BSN from UCSF	
(2) One (1) year's experience as an administrator with validated performance of administrative responsibilities consistent with 1420 (h);	X		Director of School of Nursing July 2001. The School's Director elected by faculty for a four year term; Dr. Cohen re-elected 2009 to Director.	
(3) Two (2) year's experience teaching in pre- or post-licensure nursing programs; and	X			
(4) One (1) year's continuous, full-time or its equivalent experience in direct patient care as a registered nurse; or	X			
(5) Equivalent experience and/or education as determined by the board.	NA			
SECTION 1425(b) The assistant director shall meet the education requirements set forth in subsections (a)(1) above and the experience requirements set forth in subsections (a)(3) and (a)(4) above or such experience as the board determines to be equivalent.	X		Assistant Director: Diane Stuenkel Ed D, RN Professor Appointed Assistant Director: August 2011	
SECTION 1424(e) The director and the assistant director shall dedicate sufficient time for the administration of the program.	X		Job description SS pgs 57-58 Faculty Handbook pgs 92-93 Dr. J. Cohen PhD, RN, WHNP-BC has 75% release time Dr. D. Stuenkel Ed.D, RN has 14 % release time Refer to Indicator and Evidence: CCR 1420 (h) (c) definitions	

APPROVAL CRITERIA	WORK COPY		
	Compliance	Non-Compliance	COMMENTS
SECTION 1424(f) The program shall have a board-approved assistant director who is knowledgeable and current regarding the program and the policies and procedures by which it is administered and who is delegated the authority to perform the director's duties in the director's absence.	X		Diane Stuenkel Ed.D, RN is approved as assistant director and is knowledgeable and current regarding the program and its policies and procedures. Dr. Stuenkel has been designated to perform the duties of the director in the director's absence.
SECTION 2: TOTAL PROGRAM EVALUATION			
SECTION 1424(b)(1) The policies and procedures by which the program is administered shall be in writing, shall reflect the philosophy and objectives of the program, and shall be available to all students.	X		Student Handbook
(1) The nursing program shall have a written plan for evaluation of the total program, including admission and selection procedures, attrition and retention of students, and performance of graduates in meeting community needs.	X		Summary of Total Program Evaluation Activities presented in the Self Study.
SECTION 1424(b) (2) The program shall have a procedure for resolving student grievances.	X		Student Handbook, online Catalog
SECTION 1424 (c) There shall be an organizational chart which identifies the relationships, lines of authority and channels of communication within the program, between the program and other administrative segments of the institution with which it is affiliated, and between the program, the institution and clinical agencies.			<u>Faculty Handbook</u>

APPROVAL CRITERIA	WORK COPY		
	Compliance	Non-Compliance	COMMENTS
SECTION 3: SUFFICIENCY OF RESOURCES SECTION 1424(d) The program shall have sufficient resources, including faculty, library, staff and support services, physical space and equipment including technology to achieve the program's objectives.	X		Self-Study page 24-35
SECTION 4: PROGRAM ADMINISTRATION AND FACULTY QUALIFICATIONS SECTION 1425 All faculty, the director, and the assistant director shall be approved by the board pursuant to the document, "Faculty Qualifications and Changes Explanation of CCR 1425. A program shall report to the board all changes in faculty including changes in teaching areas, prior to employment of or within 30 days after termination of employment of a faculty member. Such changes shall be reported on forms provided by the board. Each faculty member, director, and assistant director shall hold a clear and active license issued by the board and shall possess the following qualifications:	X		<p>All faculty changes and updates provided prior to the school approval visit; in part this entailed bringing all faculty forms current and identifying that the name of the nursing program had changed. The school of nursing program name change was previously noticed to the ELC committee and the Board.</p> <p>All faculty have clear and active RN licenses.</p>
SECTION 1424(g) Faculty members shall have the primary responsibility for developing policies and procedures, planning, organizing, implementing and evaluating all aspects of the program.	X		Faculty Handbook

APPROVAL CRITERIA

APPROVAL CRITERIA	WORK COPY		
	Compliance	Non-Compliance	COMMENTS
SECTION 1424(h) The faculty shall be adequate in type and number to develop and implement the program approved by the board, and shall include at least one qualified instructor in each of the areas of nursing required by section 1426 (d) who will be the content expert in that area. Nursing faculty members whose teaching responsibilities include subject matter directly related to the practice of nursing shall be clinically competent in the areas to which they are assigned.	X		Content Expert Evidence form: Identifies education and clinical experience that qualifies each content expert: Toby Aldeman PhD,RN Geriatric Vivian Wong PhD, RN Med/Surg Karen Bawel-Brinkley PhD, RN Med/Surg Deepika Goyal PhD, FNP, RN Obstetric Ruth Rosenblum DNP,PNP, RN Pediatric Chia-Ling Mao PhD, RN Psych/Mental Health Faculty profiles last five years of activities related to teaching assignment to meet requirement
SECTION 1424(j) The assistant director shall function under the supervision of the director. Instructors shall function under the supervision of the director or the assistant director. Assistant instructors and clinical teaching assistants shall function under the supervision of an instructor.	X		The requirements for supervision are met: director, assistant director, instructor, assistant instructor.
SECTION 1425(c) An instructor shall meet the following minimum qualifications: (1) The education requirements set forth in subsection (a) (1). (2) Direct patient care experience within the previous five (5) years in the nursing area to which he or she is assigned, which can be met by: (A) One (1) year's continuous full-time or its equivalent experience providing direct patient care as a registered nurse in the designated nursing area; or (B) One (1) academic year of registered nurse level clinical teaching experience in the designated nursing area or its equivalent that demonstrates clinical competency; and (3) Completion of at least one (1) year's experience teaching courses related to registered nursing or completion of a post-baccalaureate course which includes practice in teaching registered nursing.	X		EDP-P-10a Report on Faculty evidence submitted
SECTION 1425(d) An assistant instructor shall meet the following minimum qualifications:	X		

APPROVAL CRITERIA	WORK COPY		
	Compliance	Non-Compliance	COMMENTS
<p>(1) A baccalaureate degree from an accredited college which shall include courses in nursing, or in natural, behavioral or social sciences relevant to nursing practice;</p> <p>(3) Direct patient care experience within the previous five (5) years in the nursing area to which he or she will be assigned, which can be met by:</p> <p>(A) One (1) year's continuous, full-time or its equivalent providing direct patient care as a registered nurse in the designated nursing area; or</p> <p>(B) One (1) academic year of registered nurse level clinical teaching experience in the designated nursing area or its equivalent that demonstrates clinical competency.</p>	X		
<p>SECTION 1425(e) A clinical teaching assistant shall have at least one (1) continuous, full-time or its equivalent experience in the designated nursing area within the previous five (5) years, as a registered nurse providing direct patient care.</p>	NA		
<p>Section 1425(f) A content expert shall be an instructor and shall possess the following minimum qualifications:</p> <p>(1) A master's degree in the designated nursing area; or</p> <p>(2) A master's degree that is not in the designated nursing area and shall:</p> <p>(A) Have completed thirty (30) hours of continuing education or two (2) semester units or three (3) quarter units of nursing education related to the designated nursing area; or have national certification in the designated nursing area from an accrediting organization, such as the American Nurses Credentialing Center (ANCC); and</p> <p>(B) Have a minimum of two hundred forty (240) hours of clinical experience within the previous three (3) years in the designated nursing area; or have a minimum of one (1) academic year of registered nurse level clinical teaching experience in the designated nursing area within the previous five (5) years.</p>	X		<p>See 1424 (h).</p> <p>Content experts are elected by the faculty and serve a term of four (4) years. Content experts review the curriculum and review the ATI examination and are collecting data to assess if more of the students are meeting Proficiency Level benchmarks(SS 38) All identified content experts meet requirements.</p>

APPROVAL CRITERIA

APPROVAL CRITERIA	WORK COPY		
	Compliance	Non-Compliance	COMMENTS
Section 5: CURRICULUM SECTION 1424(a) There shall be a written statement of philosophy and objectives that serves as a basis for curriculum structure. Such statement shall take into consideration the individual differences of students, including their cultural and ethnic background, learning styles, goals and support systems. It shall also take into consideration the concepts of nursing and man in terms of nursing activities, the environment, the health-illness continuum, and relevant knowledge from related disciplines.	X		Philosophy of faculty of SON evolved from four interrelated concepts: person, environment, health and nursing (SS39) maintained by faculty fall 2006 New Mission statement December 2012: The mission of TVFSON: Provide educational excellence in the science and art of professional nursing while empowering our graduates to be knowledgeable clinicians, leaders, and scholars who will meet changing global healthcare needs. (SS 39) A Task Force will continue its work Spring 2013 to develop "Values Statement" to guide the work of SON in lieu of a philosophy statement
SECTION 1425.1(a) Each faculty member shall assume responsibility and accountability for instruction, evaluation of students, and planning and implementing curriculum content.	X		Faculty report accountability for instruction, evaluation of students, and planning and implementation of the curriculum.
SECTION 1425.1(b) Each faculty member shall participate in an orientation program, including, but not limited to, the program's curriculum, policies and procedures, strategies for teaching, and student supervision and evaluation.	X		Faculty has demonstrated that mechanisms are in place for orientation, curriculum work, policies and procedures, and strategies for teaching. The faculty exemplar is scenario simulation teaching methodology, student supervision and evaluation.
SECTION 1425.1(d) Each faculty member shall be clinically competent in the nursing area in which he or she teaches.	X		
SECTION 1426(a) The curriculum of a nursing program shall be that set forth in this section and shall be approved by the board. Any revised curriculum shall be approved by the board prior to its implementation.	X		The School of Nursing submitted a major curriculum change which was approved by the Board and implemented fall 2010.

APPROVAL CRITERIA

APPROVAL CRITERIA	WORK COPY		
	Compliance	Non-Compliance	COMMENTS
<p>SECTION 1426(b) The curriculum shall reflect a unifying theme, which includes the nursing process as defined by the faculty, and shall be designed so that a student who completes the program will have the knowledge, skills and abilities necessary to function in accordance with the registered nurse scope of practice as defined in code section 2775, and to meet minimum competency standards of a registered nurse.</p> <p>SECTION 1426(c) The curriculum shall consist of not less than fifty-eight (58) semester units, or eighty-seven (87) quarter units, which shall include at least the following number at least the following number of units in the specified course areas:</p> <p>(1) Art and science of nursing, thirty-six (36) semester units or fifty-four (54) quarter units, of which eighteen (18) semester or twenty-seven (27) quarter units will be in theory and eighteen (18) semester or twenty-seven (27) quarter units will be in clinical practice.</p> <p>(2) Communication skills, six (6) semester or nine (9) quarter units. Communication skills shall include principles of oral, written and group communication.</p> <p>(3) Related natural sciences, (anatomy, physiology, and microbiology courses with labs) behavioral and social sciences, sixteen (16) semester or twenty-four (24) quarter units.</p> <p>SECTION 1426(d) Theory and clinical practice shall be concurrent in the following nursing areas: geriatrics, medical-surgical, mental health/psychiatric nursing, obstetrics and pediatrics.. Instructional outcomes will focus on delivering safe, therapeutic, effective patient-centered care; practicing evidence-based practice; working as part of interdisciplinary teams; focusing on quality improvement; and using information technology. Instructional content shall include, but is not limited to, the following: critical thinking, personal hygiene, patient protection and safety, pain management, human sexuality, client abuse, cultural diversity, nutrition (including therapeutic aspects), pharmacology, patient advocacy, legal, social and ethical aspects of nursing, and nursing leadership and management.</p>	X		Total units are 130
	X		Theory 35 units Clinical 25 units Total Nursing Units 60
	X		Communication 12 units
	X		Related natural and behavioral units are 20 units
	X		<p>The major curriculum revisions of fall 2010 included all theory and clinical and implemented as concurrent in each semester. Instructional content meets requirements described in 1426(d)</p> <p>The program provided a grid demonstrating clinical course, units/hours, focus, hours in simulation, and % of clinical time for each course.</p>

APPROVAL CRITERIA

APPROVAL CRITERIA	WORK COPY		
	Compliance	Non-Compliance	COMMENTS
SECTION 1426(e) The following shall be integrated throughout the entire nursing curriculum.	X		Fall 2010 major curriculum changes included clinical simulation opportunities throughout the curriculum and emphasizing professional role development. The CA Nursing Practice Act, American Association of Colleges of Nursing Baccalaureate Essentials (2008) and Quality and Safety Education for Nurses (QSEN) Standards, a White Paper (2008) from the California Institute for Nursing and Health Care (CINHC) on Redesigning Nursing Education, are added.
(1) nursing process;	X		
(2) basic intervention skills in preventive, remedial, supportive, and rehabilitative nursing;	X		
(3) physical, behavioral and social aspects of human development from birth through all age levels;	X		
(4) the knowledge and skills required to develop collegial relationships with health care providers from other disciplines;	X		
(5) communication skills including principles of oral, written and group communications;	X		
(6) natural sciences including human anatomy, physiology and microbiology; and	X		
(7) related behavioral and social sciences with emphasis on societal and cultural patterns, human development, and behavior relevant to health-illness.	X		

APPROVAL CRITERIA			COMMENTS
	Compliance	Non-Compliance	
SECTION 1426.1 PRECEPTORSHIP A preceptorship is a course, or component of a course, presented at the end of a board-approved curriculum, that provides students with a faculty-planned and supervised experience comparable to that of an entry-level registered nurse position. A program may choose to include a preceptorship in its curriculum. The following shall apply: (a) The course shall be approved by the board prior to its implementation. (b) The program shall have written policies and shall keep policies on file for conducting the preceptorship that includes all of the following: (1) Identification of criteria used for preceptor selection; (2) Provision for a preceptor orientation program that covers the policies of the preceptorship and preceptor, student and faculty responsibilities; (3) Identification of preceptor qualifications for both the primary and relief preceptor that include the following requirements: (A) An active, clear license issued by the board; and (B) Clinically competent and meet the minimum qualifications specified in section 1425 (e); (C) Employed by the health care agency for a minimum of one (1) year; and (D) Completed a preceptor orientation program prior to serving as a preceptor; (E) A relief preceptor, who is similarly qualified to be the preceptor and present and available on the primary preceptor's days off. (4) Communication plan for faculty, preceptor, and student to follow during the preceptorship that addresses: (A) The frequency and method of faculty/preceptor/student contact; (B) Availability of faculty and preceptor to the student during his or her preceptorship experience; (1) Preceptor is present and available on the patient care unit the entire time the student is rendering nursing services during the preceptorship. (2) Faculty is available to the preceptor and student during the entire time the student is involved in the preceptorship learning activity.	X		Preceptor 1426.1 meets requirements

APPROVAL CRITERIA

APPROVAL CRITERIA	WORK COPY		
	Compliance	Non-Compliance	COMMENTS
<p>(5) Description of responsibilities of the faculty, preceptor, and student for the learning experiences and evaluation during preceptorship, that include the following activities:</p> <p>(A) Faculty member conducts periodic on-site meetings/conferences with the preceptor and the student;</p> <p>(B) Faculty member completes and conducts the final evaluation of the student with input from the preceptor;</p> <p>(6) Maintenance of preceptor records that include names of all current preceptors, registered nurse licenses, and dates of preceptorships.</p> <p>(7) Plan for ongoing evaluation regarding the continued use of preceptors.</p> <p>(c) Faculty/student ratio for preceptorship shall be based on the following criteria:</p> <p>(1) Student/preceptor needs;</p> <p>(2) Faculty's ability to effectively supervise;</p> <p>(3) Students' assigned nursing area; and</p> <p>(4) Agency/facility requirements.</p>	X		
<p>SECTION 1426(g) The course of instruction shall be presented in semester or quarter units or the equivalent under the following formula:</p> <p>(1) One (1) hour of instruction in theory each week throughout a semester or quarter equals one (1) unit.</p> <p>(2) Three (3) hours of clinical practice each week throughout a semester or quarter equals one (1) unit. With the exception of an initial nursing course that teaches basic nursing skills in a skills lab, 75% of clinical hours in a course must be in direct patient care in an area specified in section 1426(d) in a board-approved clinical setting.</p>	X		See 1426(d) explanation of how percentage of clinical course time is spent in direct patient care and simulation range for each course is 2% to 6%.

APPROVAL CRITERIA

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APPROVAL CRITERIA			COMMENTS
	Compliance	Non-Compliance	
SECTION 6: CLINICAL FACILITIES			Faculty only are responsible for supervising school of nursing students
SECTION 1425.1(c) The registered nurse faculty member shall be responsible for clinical supervision only of those students enrolled in the registered nursing program.	X		
SECTION 1424(i) When a non-faculty individual participates in the instruction and supervision of students obtaining clinical experience, his or her responsibilities shall be described in writing and kept on file by the nursing program.	X		
SECTION 1427(a) A nursing program shall not utilize any agency or facility for clinical experience without prior approval by the board. Each program must submit evidence that it has complied with the requirements of subdivisions (b),(c) and (d) of this section and the policies outlined by the board.	X		All facility forms are current as a result of the approval visit. School of nursing had a name change and existing facility forms were aged. Form information is now updated.
SECTION 1427(b) A program that utilizes an agency or facility for clinical experience shall maintain written objectives for student learning in such facilities, and shall assign students only to facilities that can provide the experience necessary to meet those objectives.	X		
SECTION 1427(c) Each such program shall maintain written agreements with such facilities and such agreements shall include the following: (1) Assurance of the availability and appropriateness of the learning environment in relation to the program's written objectives; (2) Provision for orientation of faculty and students; (3) A specification of the responsibilities and authority of the facility's staff as related to the program and to the educational experience of the students; (4) Assurance that staff is adequate in number and quality to insure safe and continuous health care services to patients;	X		All contracts reviewed by faculty and meet requirements 1-6

APPROVAL CRITERIA	WORK COPY		
	Compliance	Non-Compliance	COMMENTS
<p>(5) Provisions for continuing communication between the facility and the program; and</p> <p>(6) A description of the responsibilities of faculty assigned to the facility utilized by the program.</p>			
<p>SECTION 1427(d) In selecting a new clinical agency or facility for student placement, the program shall take into consideration the impact of such additional group of students would have on students of other nursing programs already assigned to the agency or facility.</p>	NA		No new clinical sites added
<p>SECTION 1424(k) The student/teacher ratio in the clinical setting shall be based on the following criteria:</p> <p>1) Acuity of patient needs;</p> <p>2) Objectives of the learning experience;</p> <p>3) Class level of the students;</p> <p>4) Geographic placement of students;</p> <p>5) Teaching methods; and</p> <p>6) Requirements established by the clinical agency.</p>	X		<p>Faculty to student ratio 1/10.</p> <p>Faculty student ratio meets requirement</p>
<p>SECTION 1426(f) The program shall have tools to evaluate a student's academic progress, performance, and clinical learning experiences that are directly related to course objectives.</p>	X		
<p>SECTION 7: STUDENT PARTICIPATION</p> <p>SECTION 1428 Students shall be provided the opportunity to participate with the faculty in the identification of policies and procedures related to students including but not limited to:</p> <p>(a) Philosophy and objectives;</p> <p>(b) Learning experience; and</p> <p>(c) Curriculum instruction and evaluation of the various aspects of the program, including clinical facilities.</p>	X		<p>Nursing Students elect representative to attend faculty meetings to provide their input.</p>

APPROVAL CRITERIA			COMMENTS
	Compliance	Non-Compliance	
SECTION 8: LICENSED VOCATIONAL NURSES THIRTY (30) SEMESTER AND FORTY-FIVE (45) QUARTER UNITS SECTION 1429(a) An applicant who is licensed in California as a vocational nurse is eligible to apply for licensure as a registered nurse if such applicant has successfully completed the courses prescribed below and meets all the other requirements set forth in Section 2736 of the Code. Such applicant shall submit evidence to the board, including a transcript of successful completion of the requirements set forth in subsection (c) and of successful completion or challenge of courses in physiology and microbiology comparable to such courses required for licensure as a registered nurse. SECTION 1429(b) The school shall offer objective counseling of this option and evaluate each licensed vocational nurse applicant for admission to its registered nursing program on an individual basis. A school's determination of the prerequisite courses required of a licensed vocational nurse applicant shall be based on an analysis of each applicants academic deficiencies, irrespective of the time such courses were taken. SECTION 1429(c) The additional education required of licensed vocational nurse applicants shall not exceed a maximum of thirty (30) semester or forty-five (45) quarter units. Courses required for vocational nurse licensure do not fulfill the additional education requirement. However, other courses comparable to those required for licensure as a registered nurse, as specified in section 1426, may be fulfill the additional education requirement. Nursing courses shall be taken in an approved nursing program and shall be beyond courses equivalent to the first year of professional nursing courses. The nursing content shall include nursing intervention in acute, preventive, remedial, supportive, rehabilitative and teaching aspects of nursing. Theory and courses with concurrent clinical practice shall include advanced medical-surgical, mental health, psychiatric nursing and geriatric nursing.	X		The School of Nursing has submitted the 30 unit option available at The Valley Foundation School of Nursing .
	X		Meets requirement
	X		

APPROVAL CRITERIA	WORK COPY		
	Compliance	Non-Compliance	COMMENTS
The nursing content shall include the basic standards for competent performance prescribed in section 1443.5 of these regulations.	X		
SECTION 9: PREVIOUS EDUCATION CREDIT SECTION 1430 An approved nursing program shall have a process for a student to obtain credit for previous education or for other acquired knowledge in the field of nursing through equivalence, challenge examinations, or other methods of evaluation. The program shall make the information available in published documents, such as college catalog or student handbook, and online.	X		
SECTION 10: LICENSING EXAMINATION PASS RATE STANDARD SECTION 1431 The nursing program shall maintain a minimum pass rate of seventy five percent (75%) for first time licensing examination candidates. (a) A program exhibiting a pass rate below seventy five percent (75%) for first time candidates in an academic year shall conduct a comprehensive program assessment to identify variables contributing to the substandard pass rate and shall submit a written report to the board. That report shall include the findings of the assessment and a plan for increasing the pass rate including specific corrective measures to be taken, resources, and timeframe. (b) A board approval visit will be conducted if a program exhibits a pass rate below seventy five percent (75%) for first time candidates for two (2) consecutive academic years. (c) The board may place a program on warning status with intent to revoke the program's approval and may revoke approval if a program fails to maintain the minimum pass rate pursuant to Section 2788 of the code.	X		NCLEX pass rate for October 1, 2012 through December 31, 2012 is 90.91%

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 7.2.2

DATE: May 8, 2013

ACTION REQUESTED: Continue Approval for College of the Desert Associate Degree Nursing Program

REQUESTED BY: Leslie A. Moody, Nursing Education Consultant

BACKGROUND: Mr. Wayne Boyer, Director of Nursing and Allied Health, has been the program director since July 2011. Two long-term faculty, Ms. Irene Larsen and Ms. Margaret Rose, share the assistant director role.

Nursing Education Consultants Leslie Moody and Laura Shainian with Supervising Nursing Education Consultant Miyo Minato conducted a regularly scheduled continuing approval visit to this program on February 27-28, 2013. There were no areas of noncompliance identified. Two recommendations were written regarding 1424(d) Resources, in regard to filling full time faculty vacancies and continuing funding for program support positions that are currently grant funded.

The nursing program was established in 1962. Currently the program admits 30 generic students each spring and fall semester. Grant funding obtained in 2010 supports the cost of providing the LVN-RN transition course which leads to additional admission of up to 20 VN-RN students each year. The nursing program receives strong support from the community which passed a bond measure that provided funding for renovation of existing classrooms and new construction of nursing education facilities, and from the college foundation that has consistently provided funding to meet essential program needs for items such as simulation instructional equipment and skills lab faculty.

This program has been challenged with turnover in the program director position (three directors in the past six years) and a decrease in full-time faculty with additional full-time faculty planning to retire in the near future. The faculty, director and dean have recognized the need for succession planning, a component of which will be professional development of faculty who may be interested in future program leadership. Efforts by the faculty have included implementation of an orientation process for new faculty that includes mentoring for the initial period has been implemented and hosting MSN student interns from area colleges to experience prelicensure nursing education in hopes of encouraging an interest in becoming faculty in the future. The need to maintain full-time faculty levels adequate to conduct, evaluate and revise the program was discussed with Dr. Joel Kinnamon, Superintendent/President and Dr. Leslie Young, Dean, who expressed recognition of the importance of this issue.

BRN Annual School Report data reflects attrition ranging from 19.3% - 31.6% across the past five years with academic reasons cited as the most frequent cause. Annual NCLEX-RN

outcomes for the past ten years have been consistently well above the minimum performance threshold, ranging between 82% and 92%, but the first quarter results for the 2012-13 measurement year were lower than usual at 76% (19 passed/25 taken). Grant funding currently provides a nursing student success counselor who applies a case management approach to providing support services. Students identified this resource as significantly contributing to their success. Faculty are beginning an intensive curriculum review to identify areas that need improvement and structure a major curriculum revision proposal. Administrative/clerical support for the program is currently provided by a full-time program assistant but the position is grant funded only through 2014. This information was reviewed with Dr. Young and Dr. Kinnamon who both expressed commitment to supporting the resources required including faculty time for curriculum review, and searching for alternative funding sources to continue the success counselor, program assistant and skills lab coordinator positions if the current funds are discontinued.

The faculty group is cohesive and seasoned. Two of the faculty recently developed the College of the Desert Elderly Care and Aged Relevancy Endeavor (CODE CARE) that incorporates the ACES unfolding cases and were honored with an NLN award for this work.

When the regional clinical placement consortium processes did not meet the needs of this more remote area's clinical partners, the program joined with the two other local college prelicensure RN program directors to form a collaborative for coordinating scheduling of students' clinical rotations. This has resulted in a streamlined and effective process that ensures all three programs have adequate placements and strengthened existing positive relationships with the clinical facilities.

The quality and consistency of data collection for program evaluation had deteriorated somewhat, partially due to multiple changes in program leadership and reductions in faculty. This has been corrected during the past year with implementation of electronic survey tools and updating of processes to ensure regular data collection and analysis.

Students did not relate any significant concerns regarding the program, and generally expressed satisfaction with the quality of the curriculum, faculty and clinical experiences. First year student identified that it would be helpful to have increased focus for reference information as they sometimes found information conflicting between multiple texts. This feedback was shared with faculty.

NEXT STEPS:

Place on Board agenda.

FISCAL IMPACT, IF ANY:

None.

PERSON(S) TO CONTACT:

Leslie A. Moody, RN, MSN, MAEd
Nursing Education Consultant
(760) 369-3170

REPORT OF FINDINGS
COLLEGE OF THE DESERT
ASSOCIATE DEGREE NURSING PROGRAM

CONTINUING APPROVAL VISIT
February 27-28, 2013

NON-COMPLIANCE: None.

RECOMMENDATION:

Section 1424(d) The program shall have sufficient resources, including faculty, library, staff and support services, physical space and equipment, including technology to achieve the program's objectives.

Establish a plan to ensure that full-time faculty vacancies will be filled in a timely manner to ensure program objectives are met.

Establish a plan for continuing funding of adequate support staff such as the program assistant, skills lab coordinator and nursing success counselor, to ensure program objectives are met.

**CONSULTANT APPROVAL REPORT FOR
CONTINUING APPROVAL REVIEW**

EDP-S-08 (Rev. 09/12)

(916) 322-3350

PROGRAM NAME: College of the Desert Associate Degree Nursing Program

DATES OF VISIT: February 27-28, 2013

APPROVAL CRITERIA	WORK COPY		
	Compliance	Non-Compliance	COMMENTS
SECTION 1: PROGRAM DIRECTOR / ASSISTANT DIRECTOR			
<p>SECTION 1425(a) The director of the program shall meet the following minimum qualifications:</p> <p>(1) A Master's or higher degree from an accredited college or university which includes course work in nursing, education or administration;</p> <p>(2) One (1) year's experience as an administrator with validated performance of administrative responsibilities consistent with 1420 (h);</p> <p>(3) Two (2) year's experience teaching in pre- or post-licensure nursing programs; and</p> <p>(4) One (1) year's continuous, full-time or its equivalent experience in direct patient care as a registered nurse; or</p> <p>(5) Equivalent experience and/or education as determined by the board.</p>	X		<p>Wayne Boyer, MSN, RN, Director of Nursing and Allied Health, has been the program director since July 2011. MSN CSU Dominguez Hills 1993</p> <p>College of the Desert (COD), Assistant Director 8/2008-6/2011</p> <p>Nursing Instructor COD 8/2004-8/2008</p> <p>Colorado River Medical Center, ICU/ER 11/2001-8/2004</p>
<p>SECTION 1425(b) The assistant director shall meet the education requirements set forth in subsections (a)(1) above and the experience requirements set forth in subsections (a)(3) and (a)(4) above or such experience as the board determines to be equivalent.</p>	X		<p>Margaret Rose, MSN, RN; MSN CSUDH 1997; Nursing Instructor COD 1994-2013; Eisenhower Medical Center 1981-1990. Irene Larsen, MSN, RN; Master's degree Loma Linda University 1993; Nursing Instructor COD 1995-2013; Metropolitan Hospital 1965-68.</p>
<p>SECTION 1424(e) The director and the assistant director shall dedicate sufficient time for the administration of the program.</p>	X		<p>The program director position is a 100% administrative position with additional responsibility for VN, CNA and HHA programs, each of which also have assigned assistant directors. Program director and assistant director duties are defined by job description.</p>

APPROVAL CRITERIA	WORK COPY		
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SECTION 1424(f) The program shall have a board-approved assistant director who is knowledgeable and current regarding the program and the policies and procedures by which it is administered and who is delegated the authority to perform the director's duties in the director's absence.	X		The program has two assistant directors. Both are experienced faculty and each has more than 15 years' experience with the COD nursing program.
SECTION 2: TOTAL PROGRAM EVALUATION			
SECTION 1424(b)(1) The policies and procedures by which the program is administered shall be in writing, shall reflect the philosophy and objectives of the program, and shall be available to all students.	X		Policies and procedures are presented in the Nursing Program Student Handbook and the college catalogue.
(1) The nursing program shall have a written plan for evaluation of the total program, including admission and selection procedures, attrition and retention of students, and performance of graduates in meeting community needs.	X		The program has a written plan for evaluation of the total program which includes all required elements. The program is regularly evaluated as part of the college-wide process as well as within the nursing department as part of ongoing performance evaluation. New electronic tools and direct contact methodologies have recently been implemented to improve survey response numbers, data collection and aggregation, and data analysis.
SECTION 1424(b) (2) The program shall have a procedure for resolving student grievances.	X		Students are directed to the grievance policy presented in the college catalogue which is also referenced in the Nursing Program Student Handbook. An informal process for problem resolution is defined within the school of nursing and has been used to resolve student concerns within the program. There have been no formal grievances filed within the past five years.
SECTION 1424 (c) There shall be an organizational chart which identifies the relationships, lines of authority and channels of communication within the program, between the program and other administrative segments of the institution with which it is affiliated, and between the program, the institution and clinical agencies.	X		

APPROVAL CRITERIA			COMMENTS
	Compliance	Non-Compliance	
SECTION 3: SUFFICIENCY OF RESOURCES SECTION 1424(d) The program shall have sufficient resources, including faculty, library, staff and support services, physical space and equipment including technology to achieve the program's objectives.	X		<p>Faculty: 7.5 full-time(not including the program director) and 16 part-time. One full-time faculty who also serves as assistant director has recently reduced to 50% pre-retirement status. Three full-time faculty recently retired - one full-time faculty was hired to fill the vacancies. The program reduced program admissions by half to adjust to the reduction of faculty. Two current full-time faculty are anticipated to retire within the next one to two years.</p> <p>Recommendation: Establish a plan to ensure that full-time faculty vacancies will be filled in a timely manner to ensure program objectives are met.</p> <p>Library: Resources are robust and current, with print and electronic materials that include full text CINAHL, Health Source: Nursing/Academic Edition , Medline, e-books and other resources. A librarian is specifically assigned to the nursing/health science school and collaborates with the department to ensure maintenance of appropriate resources.</p> <p>Staff/support services: Staff resources include: FT Program Assistant (grant funded thru 2014) which is identified by the director as an essential program resource;; FT Nursing Success Counselor (grant funded thru 2014); FT skills/sim lab coordinator (supported by the college Foundation); FT Instructional Aide to take care of equipment, supplies and skills lab. Students identify access to the skills lab and the services of the Nursing Success Counselor as important to their success. The school's Dean expressed a commitment to secure alternative funding for grant and foundation supported resources if current funding is discontinued.</p> <p>Recommendation: Establish a plan for continuing funding of adequate support staff such as the program assistant, skills lab coordinator and nursing success counselor, to ensure program objectives are met.</p> <p>Physical space: The new Barker Nursing Complex was occupied in January 2009 and the existing nursing</p>

APPROVAL CRITERIA

APPROVAL CRITERIA	WORK COPY		
	Compliance	Non-Compliance	COMMENTS
			<p>building was remodeled, providing the program with classrooms, skills and simulation labs, faculty offices and meeting rooms, all equipped with contemporary furnishings and devices.</p> <p>Skills/Sim lab: Two skills labs (4 bed, 10 bed) are equipped with low, mid and hi-fidelity adult, child, infant and obstetric complete mannequins, and there are additional anatomical practice models for skills such as IV therapy. Contemporary hospital beds, equipment and supplies along with fully functional headwalls and computerized documentation stations at each patient care station provide a very realistic learning experience. Supplies are all barcoded. Students have access on weekdays to the lab for open practice time in addition to time scheduled as part of formal instruction. The simulation lab has two completely equipped hospital-like stations and an observation/control room. Both hi-fidelity mannequins and live actors are utilized in simulation scenarios. Simulation is used for instruction in all of the nursing courses.</p> <p>Clinical sites: The program collaborates with the two other college RN programs in the area to coordinate clinical facility schedules for utilization of clinical training resources. Clinical facilities utilized provide a full scope of learning opportunities for all major content areas.</p> <p>Equipment/technology: There are two computer labs, one with 40 workstations and one with 26 workstations, to provide student computer access for study, projects and instructional software/media which includes electronic documentation training, standardized content and NCLEX-RN prep testing tools and other resources. Students can access these labs Mon-Thurs 08-1700 which has been determined via surveys to be the optimal hours of operation for students. One of the program's clinical partners has provided a link into their medical record system so that students can utilize that system for their clinical practice. Electronic tools for obtaining course/program evaluation data have been implemented. An integrative standardized testing program has been implemented for course content.</p>

APPROVAL CRITERIA

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	Compliance	Non-Compliance	COMMENTS
SECTION 4: PROGRAM ADMINISTRATION AND FACULTY QUALIFICATIONS SECTION 1425 All faculty, the director, and the assistant director shall be approved by the board pursuant to the document, "Faculty Qualifications and Changes Explanation of CCR 1425. A program shall report to the board all changes in faculty including changes in teaching areas, prior to employment of or within 30 days after termination of employment of a faculty member. Such changes shall be reported on forms provided by the board. Each faculty member, director, and assistant director shall hold a clear and active license issued by the board and shall possess the following qualifications:	X		Approval forms are on file for all faculty, director and assistant director.
SECTION 1424(g) Faculty members shall have the primary responsibility for developing policies and procedures, planning, organizing, implementing and evaluating all aspects of the program.	X		Faculty has the primary responsibility for developing, reviewing and revising all dimensions of the program. Meetings are held monthly to review the program and address issues.
SECTION 1424(h) The faculty shall be adequate in type and number to develop and implement the program approved by the board, and shall include at least one qualified instructor in each of the areas of nursing required by section 1426 (d) who will be the content expert in that area. Nursing faculty members whose teaching responsibilities include subject matter directly related to the practice of nursing shall be clinically competent in the areas to which they are assigned.	X		Faculty are adequate in type and number – 7.5 full-time faculty and 16 part-time faculty – representing approval and competency in all of the five content areas.
SECTION 1424(j) The assistant director shall function under the supervision of the director. Instructors shall function under the supervision of the director or the assistant director. Assistant instructors and clinical teaching assistants shall function under the supervision of an instructor.	X		Assistant director authority to act in the absence of the director is established by job description. A lead instructor is designated for each course with the responsibility of coordinating the activities of other faculty participating in theory and/or clinical instruction for the course.
SECTION 1425(c) An instructor shall meet the following minimum qualifications:	X		All instructor level faculty meet qualification requirements and have BRN approval.

APPROVAL CRITERIA	WORK COPY		
	Compliance	Non-Compliance	COMMENTS
<p>(1) The education requirements set forth in subsection (a) (1).</p> <p>(2) Direct patient care experience within the previous five (5) years in the nursing area to which he or she is assigned, which can be met by:</p> <p>(A) One (1) year's continuous full-time or its equivalent experience providing direct patient care as a registered nurse in the designated nursing area; or</p> <p>(B) One (1) academic year of registered nurse level clinical teaching experience in the designated nursing area or its equivalent that demonstrates clinical competency; and</p> <p>(3) Completion of at least one (1) year's experience teaching courses related to registered nursing or completion of a post-baccalaureate course which includes practice in teaching registered nursing.</p>			
<p>SECTION 1425(d) An assistant instructor shall meet the following minimum qualifications:</p> <p>(1) A baccalaureate degree from an accredited college which shall include courses in nursing, or in natural, behavioral or social sciences relevant to nursing practice;</p> <p>(4) Direct patient care experience within the previous five (5) years in the nursing area to which he or she will be assigned, which can be met by:</p> <p>(A) One (1) year's continuous, full-time or its equivalent providing direct patient care as a registered nurse in the designation nursing area; or</p> <p>(B) One (1) academic year of registered nurse level clinical teaching experience in the designated nursing area or its equivalent that demonstrates clinical competency.</p>	X		All assistant instructor level faculty meet qualification requirements and have BRN approval.
<p>SECTION 1425(e) A clinical teaching assistant shall have at least one (1) continuous, full-time or its equivalent experience in the designated nursing area within the previous five (5) years, as a registered nurse providing direct patient care.</p>	N/A		Clinical teaching assistants are not used at this time.

APPROVAL CRITERIA

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	Compliance	Non-Compliance	COMMENTS
<p>Section 1425(f) A content expert shall be an instructor and shall possess the following minimum qualifications:</p> <p>(1) A master's degree in the designated nursing area; or</p> <p>(2) A master's degree that is not in the designated nursing area and shall:</p> <p>(A) Have completed thirty (30) hours of continuing education or two (2) semester units or three (3) quarter units of nursing education related to the designated nursing area; or have national certification in the designated nursing area from an accrediting organization, such as the American Nurses Credentialing Center (ANCC); and</p> <p>(B) Have a minimum of two hundred forty (240) hours of clinical experience within the previous three (3) years in the designated nursing area; or have a minimum of one (1) academic year of registered nurse level clinical teaching experience in the designated nursing area within the previous five (5) years.</p>	X		<p>The content expert role is defined by job description and duties include review of course content for the designated content area. A qualified content expert is assigned for each of the five content areas and there is documentation in the self-study to demonstrate current knowledge and clinical competence for their assigned content area:</p> <p>M/S: Margaret Rose O: Kathleen Hudgins P: Irene Larsen and Joan Walker Ps/MH: Wayne Boyer G: Joan Walker</p>
<p>Section 5: CURRICULUM</p> <p>SECTION 1424(a) There shall be a written statement of philosophy and objectives that serves as a basis for curriculum structure.</p> <p>Such statement shall take into consideration the individual differences of students, including their cultural and ethnic background, learning styles, goals and support systems. It shall also take into consideration the concepts of nursing and man in terms of nursing activities, the environment, the health-illness continuum, and relevant knowledge from related disciplines.</p> <p>SECTION 1425.1(a) Each faculty member shall assume responsibility and accountability for instruction, evaluation of students, and planning and implementing curriculum content.</p> <p>SECTION 1425.1(b) Each faculty member shall participate in an orientation program, including, but not limited to, the program's curriculum, policies and procedures, strategies for teaching, and student supervision and evaluation.</p>	X		<p>The program has a written statement of philosophy and objectives that addresses all required elements.</p> <p>Linkage between the statement of philosophy and course elements is evident in the course learning objectives and the clinical evaluation tool used across the curriculum. Learning goals and evaluation tools are appropriately sequenced and leveled across the curriculum.</p>
	X		<p>Faculty members have accountability for instruction, evaluation of students and curriculum. Course theory and clinical faculty meet regularly to ensure coordination of instruction.</p>
	X		<p>New faculty participate in a college orientation and nursing school faculty have recently formalized an orientation process for full and part-time new faculty that includes an initial orientation and ongoing mentorship through at least the first semester.</p>

APPROVAL CRITERIA

APPROVAL CRITERIA	WORK COPY		
	Compliance	Non-Compliance	COMMENTS
SECTION 1425.1(d) Each faculty member shall be clinically competent in the nursing area in which he or she teaches.	X		Program documents reflect that all faculty have current competency for their assigned content area. Faculty maintain currency through participation in inservice education, and clinical practice and/or clinical instruction.
SECTION 1426(a) The curriculum of a nursing program shall be that set forth in this section and shall be approved by the board. Any revised curriculum shall be approved by the board prior to its implementation.	X		The curriculum is BRN approved and revisions have been submitted for approval prior to implementation as required.
SECTION 1426(b) The curriculum shall reflect a unifying theme, which includes the nursing process as defined by the faculty, and shall be designed so that a student who completes the program will have the knowledge, skills and abilities necessary to function in accordance with the registered nurse scope of practice as defined in code section 2725, and to meet minimum competency standards of a registered nurse.	X		The major concepts that frame the curriculum are individual, health, environment and nursing, and additional concepts are education and teaching/learning. Content areas are integrated with increasing complexity across the curriculum. Outcome expectations are organized by competencies in the areas of communication, nursing role, pharmacology, nutrition, cultural awareness, community awareness, safety, health teaching, lifespan, psychomotor skills.
SECTION 1426(c) The curriculum shall consist of not less than fifty-eight (58) semester units, or eighty-seven (87) quarter units, which shall include at least the following number at least the following number of units in the specified course areas: (1) Art and science of nursing, thirty-six (36) semester units or fifty-four (54) quarter units, of which eighteen (18) semester or twenty-seven (27) quarter units will be in theory and eighteen (18) semester or twenty-seven (27) quarter units will be in clinical practice. (2) Communication skills, six (6) semester or nine (9) quarter units. Communication skills shall include principles of oral, written and group communication. (3) Related natural sciences, (anatomy, physiology, and microbiology courses with labs) behavioral and social sciences, sixteen (16) semester or twenty-four (24) quarter units.	X		Nursing: 36u (18 theory; 18 clinical) Communication: 7u Science: 20u Total Units for Licensure: 63u Total Units for Graduation: 75u

APPROVAL CRITERIA

APPROVAL CRITERIA	WORK COPY		
	Compliance	Non-Compliance	COMMENTS
SECTION 1426(d) Theory and clinical practice shall be concurrent in the following nursing areas: geriatrics, medical-surgical, mental health/psychiatric nursing, obstetrics and pediatrics.. Instructional outcomes will focus on delivering safe, therapeutic, effective patient-centered care; practicing evidence-based practice; working as part of interdisciplinary teams; focusing on quality improvement; and using information technology. Instructional content shall include, but is not limited to, the following: critical thinking, personal hygiene, patient protection and safety, pain management, human sexuality, client abuse, cultural diversity, nutrition (including therapeutic aspects), pharmacology, patient advocacy, legal, social and ethical aspects of nursing, and nursing leadership and management.	X		Theory and clinical instruction are concurrent. In courses where multiple content areas are presented (ie N002 which includes both Med/Surg and OB), the theory content with clinical experience are divided into segments within the semester course to ensure concurrency of theory and clinical practice. Required instructional outcomes are represented across the curriculum, and QSEN core competencies and IOM guidelines have been integrated into and have influenced the curriculum. All required instructional content is represented in course learning objective and outcome statements.
SECTION 1426(e) The following shall be integrated throughout the entire nursing curriculum. (1) nursing process; (2) basic intervention skills in preventive, remedial, supportive, and rehabilitative nursing; (3) physical, behavioral and social aspects of human development from birth through all age levels; (4) the knowledge and skills required to develop collegial relationships with health care providers from other disciplines; (5) communication skills including principles of oral, written and group communications; (6) natural sciences including human anatomy, physiology and microbiology; and (7) related behavioral and social sciences with emphasis on societal and cultural patterns, human development, and behavior relevant to health-illness.	X		All required curriculum elements are evident in course learning objective and outcome statements.

APPROVAL CRITERIA			COMMENTS
	Compliance	Non-Compliance	
SECTION 1426.1 PRECEPTORSHIP A preceptorship is a course, or component of a course, presented at the end of a board-approved curriculum, that provides students with a faculty-planned and supervised experience comparable to that of an entry-level registered nurse position. A program may choose to include a preceptorship in its curriculum. The following shall apply: (a) The course shall be approved by the board prior to its implementation. (b) The program shall have written policies and shall keep policies on file for conducting the preceptorship that includes all of the following: (1) Identification of criteria used for preceptor selection; (2) Provision for a preceptor orientation program that covers the policies of the preceptorship and preceptor, student and faculty responsibilities; (3) Identification of preceptor qualifications for both the primary and relief preceptor that include the following requirements: (A) An active, clear license issued by the board; and (B) Clinically competent and meet the minimum qualifications specified in section 1425 (e); (C) Employed by the health care agency for a minimum of one (1) year; and (D) Completed a preceptor orientation program prior to serving as a preceptor; (E) A relief preceptor, who is similarly qualified to be the preceptor and present and available on the primary preceptor's days off. (4) Communication plan for faculty, preceptor, and student to follow during the preceptorship that addresses: (A) The frequency and method of faculty/preceptor/student contact; (B) Availability of faculty and preceptor to the student during his or her preceptorship experience; (1) Preceptor is present and available on the patient care unit the entire time the student is rendering nursing services during the preceptorship. (2) Faculty is available to the preceptor and student during the entire time the student is involved in the preceptorship learning activity.	N/A		This program does not use a preceptorship model in any courses.

APPROVAL CRITERIA	WORK COPY		
	Compliance	Non-Compliance	COMMENTS
<p>(6) Description of responsibilities of the faculty, preceptor, and student for the learning experiences and evaluation during preceptorship, that include the following activities:</p> <p>(A) Faculty member conducts periodic on-site meetings/conferences with the preceptor and the student;</p> <p>(B) Faculty member completes and conducts the final evaluation of the student with input from the preceptor;</p> <p>(6) Maintenance of preceptor records that include names of all current preceptors, registered nurse licenses, and dates of preceptorships.</p> <p>(7) Plan for ongoing evaluation regarding the continued use of preceptors.</p> <p>(c) Faculty/student ratio for preceptorship shall be based on the following criteria:</p> <p>(1) Student/preceptor needs;</p> <p>(2) Faculty's ability to effectively supervise;</p> <p>(3) Students' assigned nursing area; and</p> <p>(4) Agency/facility requirements.</p>	↓		
<p>SECTION 1426(g) The course of instruction shall be presented in semester or quarter units or the equivalent under the following formula:</p> <p>(1) One (1) hour of instruction in theory each week throughout a semester or quarter equals one (1) unit.</p> <p>(6) Three (3) hours of clinical practice each week throughout a semester or quarter equals one (1) unit. With the exception of an initial nursing course that teaches basic nursing skills in a skills lab, 75% of clinical hours in a course must be in direct patient care in an area specified in section 1426(d) in a board-approved clinical setting.</p>	X		The BRN approved curriculum is presented in semester units and in accordance with the required formula.

APPROVAL CRITERIA	WORK COPY		
	Compliance	Non-Compliance	COMMENTS
<p>SECTION 6: CLINICAL FACILITIES</p> <p>SECTION 1425.1(c) The registered nurse faculty member shall be responsible for clinical supervision only of those students enrolled in the registered nursing program.</p> <p>SECTION 1424(i) When a non-faculty individual participates in the instruction and supervision of students obtaining clinical experience, his or her responsibilities shall be described in writing and kept on file by the nursing program.</p> <p>SECTION 1427(a) A nursing program shall not utilize any agency or facility for clinical experience without prior approval by the board. Each program must submit evidence that it has complied with the requirements of subdivisions (b),(c) and (d) of this section and the policies outlined by the board.</p> <p>SECTION 1427(b) A program that utilizes an agency or facility for clinical experience shall maintain written objectives for student learning in such facilities, and shall assign students only to facilities that can provide the experience necessary to meet those objectives.</p> <p>SECTION 1427(c) Each such program shall maintain written agreements with such facilities and such agreements shall include the following:</p> <p>(1) Assurance of the availability and appropriateness of the learning environment in relation to the program's written objectives;</p> <p>(2) Provision for orientation of faculty and students;</p>			
	X		
	X		Non-faculty are not assigned to instruction or supervision of students for their patient care clinical experiences. All student clinical experiences are supervised by an approved faculty member.
	X		All clinical facilities utilized by the program are BRN approved.
	X		Learning objectives are written for all clinical experiences, are presented in the course syllabi and are given to the clinical facility representatives prior to students being scheduled in the facilities. Faculty review facility information to determine that patient profile, acuity, diagnosis and other factors will meet the learning objectives.
	X		All elements are reflected in the clinical affiliation agreement.

APPROVAL CRITERIA	WORK COPY		
	Compliance	Non-Compliance	COMMENTS
(3) A specification of the responsibilities and authority of the facility's staff as related to the program and to the educational experience of the students; (4) Assurance that staff is adequate in number and quality to insure safe and continuous health care services to patients; (5) Provisions for continuing communication between the facility and the program; and (6) A description of the responsibilities of faculty assigned to the facility utilized by the program.	X		
	X		
	X		
SECTION 1427(d) In selecting a new clinical agency or facility for student placement, the program shall take into consideration the impact of such additional group of students would have on students of other nursing programs already assigned to the agency or facility.	X		Considerations when assigning students are defined in program policy. The program works in collaboration with the other two college prelicensure nursing programs in the area to schedule student clinical rotations.
SECTION 1424(k) The student/teacher ratio in the clinical setting shall be based on the following criteria: 1) Acuity of patient needs; 2) Objectives of the learning experience; 3) Class level of the students; 4) Geographic placement of students; 5) Teaching methods; and 6) Requirements established by the clinical agency.	X		Maximum student/teacher ratio in the clinical setting is 10:1 but the student number is reduced when necessary as indicated by factors including those listed in section 1424(k). Program policy describes how assigned course faculty finalize the clinical rotation assignments prior to the start of each semester with consideration to the elements required.
SECTION 1426(f) The program shall have tools to evaluate a student's academic progress, performance, and clinical learning experiences that are directly related to course objectives.	X		Grading practices are described in each course syllabus. Program faculty recently implemented the use of new standardized testing tools for assessing nursing content knowledge. Clinical experiences are evaluated using leveled criteria that correspond to the learning objectives of the course as stated in the syllabus.
SECTION 7: STUDENT PARTICIPATION			
SECTION 1428 Students shall be provided the opportunity to participate with the faculty in the identification of policies and procedures related to students including but not limited to:	X		Students elect representatives who attend the faculty and curriculum meetings to have the opportunity for input. Meetings are scheduled to be convenient for students to attend. Students regularly participate in written evaluation of courses, clinical experiences and the program. Data

APPROVAL CRITERIA

APPROVAL CRITERIA	WORK COPY		
	Compliance	Non-Compliance	COMMENTS
<p>(a) Philosophy and objectives;</p> <p>(b) Learning experience; and</p> <p>(c) Curriculum instruction and evaluation of the various aspects of the program, including clinical facilities.</p> <p>SECTION 8: LICENSED VOCATIONAL NURSES THIRTY (30) SEMESTER AND FORTY-FIVE (45) QUARTER UNITS</p> <p>SECTION 1429(a) An applicant who is licensed in California as a vocational nurse is eligible to apply for licensure as a registered nurse if such applicant has successfully completed the courses prescribed below and meets all the other requirements set forth in Section 2736 of the Code. Such applicant shall submit evidence to the board, including a transcript of successful completion of the requirements set forth in subsection (c) and of successful completion or challenge of courses in physiology and microbiology comparable to such courses required for licensure as a registered nurse.</p> <p>SECTION 1429(b) The school shall offer objective counseling of this option and evaluate each licensed vocational nurse applicant for admission to its registered nursing program on an individual basis. A school's determination of the prerequisite courses required of a licensed vocational nurse applicant shall be based on an analysis of each applicants academic deficiencies, irrespective of the time such courses were taken.</p>	X		<p>obtained via these evaluations is reviewed at faculty, curriculum and committee meetings.</p> <p>The program confirms BRN required evidence prior to admitting students under this option. Since 2007 there have been six students admitted to this option – two successfully completed the program and went on to pass the NCLEX-RN exam.</p> <p>Information about the 30-unit option is provided in print materials and on the college website. Admission counselors report inquiries regarding this option occur very rarely.</p>

APPROVAL CRITERIA

APPROVAL CRITERIA	WORK COPY		
	Compliance	Non-Compliance	COMMENTS
<p>SECTION 1429(c) The additional education required of licensed vocational nurse applicants shall not exceed a maximum of thirty (30) semester or forty-five (45) quarter units. Courses required for vocational nurse licensure do not fulfill the additional education requirement. However, other courses comparable to those required for licensure as a registered nurse, as specified in section 1426, may be fulfill the additional education requirement.</p> <p>Nursing courses shall be taken in an approved nursing program and shall be beyond courses equivalent to the first year of professional nursing courses. The nursing content shall include nursing intervention in acute, preventive, remedial, supportive, rehabilitative and teaching aspects of nursing. Theory and courses with concurrent clinical practice shall include advanced medical-surgical, mental health, psychiatric nursing and geriatric nursing.</p> <p>The nursing content shall include the basic standards for competent performance prescribed in section 1443.5 of these regulations.</p>	<p>X</p> <p>↓</p> <p>X</p>		<p>The current BRN approved curriculum (09/2011) for the LVN 30 Unit Option totals 28.5 units and includes all required elements.</p> <p>This content is presented in the Nursing Program Student Handbook.</p>
<p>SECTION 9: PREVIOUS EDUCATION CREDIT</p> <p>SECTION 1430 An approved nursing program shall have a process for a student to obtain credit for previous education or for other acquired knowledge in the field of nursing through equivalence, challenge examinations, or other methods of evaluation. The program shall make the information available in published documents, such as college catalog or student handbook, and online.</p>	X		<p>Policies and procedures are presented in the college catalogue and on the nursing program segment of the college website that identify the processes for obtaining credit for previous education or other acquired knowledge.</p>

APPROVAL CRITERIA

APPROVAL CRITERIA	WORK COPY		
	Compliance	Non-Compliance	COMMENTS
<p>SECTION 10: LICENSING EXAMINATION PASS RATE STANDARD</p> <p>SECTION 1431 The nursing program shall maintain a minimum pass rate of seventy five percent (75%) for first time licensing examination candidates.</p> <p>(a) A program exhibiting a pass rate below seventy five percent (75%) for first time candidates in an academic year shall conduct a comprehensive program assessment to identify variables contributing to the substandard pass rate and shall submit a written report to the board. That report shall include the findings of the assessment and a plan for increasing the pass rate including specific corrective measures to be taken, resources, and timeframe.</p> <p>(b) A board approval visit will be conducted if a program exhibits a pass rate below seventy five percent (75%) for first time candidates for two (2) consecutive academic years.</p> <p>(c) The board may place a program on warning status with intent to revoke the program's approval and may revoke approval if a program fails to maintain the minimum pass rate pursuant to Section 2788 of the code.</p>	X		<p>Annual program outcomes for first-time test taker NCLEX-RN examination have been consistently above the minimum 75% threshold. First quarter result for the 2012-13 measurement year is 76% (25 taken; 19 passed) which, although above required minimum performance threshold, is distinctly lower than experienced by the program in the past. The director and faculty are analyzing this outcome to identify cause and develop remedies as needed.</p>

Mr. Michael O'Neill
Chair, Board of Trustees

Ms. Becky Broughton
Vice Chair

**Mrs. Mary Jane
Sanchez-Fulton**
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Dr. Bonnie Stefan
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Student Trustee

Dr. Joel L. Kinnamon
President



**COLLEGE
of the
DESERT**

Leslie Moody, RN, MSN, MAEd
Nursing Education Consultant
Board of Registered Nursing
P.O. Box 944210
Sacramento, CA 94244-2100

April 5, 2013

Dear Leslie:

This letter is in response to the two recommendations you noted during our February 27 and 28, 2013 re-approval site visit.

A recommendation was made to enhance meeting Section 1424(d): The program shall have sufficient resources, including faculty, library, staff and support services, physical space and equipment, including technology to achieve the program's objectives.

Two guidelines to meet the recommendation were:

1. Establish a plan to ensure that full-time faculty vacancies will be filled in a timely manner to ensure program objectives are met
2. Establish a plan for continuing funding of adequate support staff such as program assistant, skills lab coordinator and nursing success counselor, to ensure program objectives are met.

The plan to meet guideline #1 is to increase recruitment of BSN and MSN prepared faculty for adjunct and full-time positions as they occur. We plan to reach out to graduate programs in nursing education so graduate students can meet program objectives in practicum components of their courses here. We plan to remediate faculty in multiple areas of nursing to increase their opportunities for full-time positions in the department.

The plan to meet guideline #2 is for the school dean and program director to work closely together to secure new revenue streams for permanent funding. Administration and faculty will work together to complete program reviews on time that reflect the need for permanent funding for current grant funded positions.

Sincerely,

Wayne Boyer, DNP(c), MSN, RN
Director of Nursing and Allied Health

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 7.2.3

DATE: May 8, 2013

ACTION REQUESTED: Continue Approval of Imperial Valley College Associate Degree Nursing Program

REQUESTED BY: Leslie A. Moody, Nursing Education Consultant

BACKGROUND: Ms. Justina Aguirre, Dean of Health and Sciences and Director of Nursing was appointed program director on 06/4/2009 following BRN approval and served in this role until 01/02/2013 when Dr. Susan Carreon was appointed to fill the program director role. Mr. Richard Fitzsimmons, RN, MSN, FNP is the assistant director of the program.

The registered nursing program was established in 1971 within the WASC accredited Imperial Valley College (IVC) which is part of the California Community College system. The college is located in a rural agrarian region, in the town of Imperial, near the U.S.-Mexico border and serves a largely Hispanic population. Strong relationships exist between the college and nursing program leadership and the local and regional stakeholders, including clinical partners. The registered nursing program is one of the two most popular programs of study offered by the college and during this approval visit several persons shared stories of their multi-generational nurse family members who had graduated from this program. The popularity of the program has required the college to plan for increasing the number of science course sections offered to accommodate the large number of students wanting to take prerequisite courses in preparation for admission to the nursing program. Program enrollment targets are regularly reviewed and adjusted in consideration of input from advisory committee members particularly regarding employment opportunities, college budget and grant funding, and consideration of faculty ability to meet student needs. A large number of the program's graduates are employed by area healthcare partners. The program currently admits 24 students each semester in Fall and Spring, with total enrollment of 93 students at the time of visit.

A scheduled continuing approval visit was conducted January 29-30, 2013 by Nursing Education Consultants (NECs) Leslie Moody, Carol Mackay and Gloria Middleton. The program was found to be in compliance with BRN regulations. Recommendations were written for CCR sections 1424(b)(1) Total Program Evaluation, 1424(d) Resources, 1425.1(b) Faculty Responsibilities and 1426 Required Curriculum, which are detailed in the attached Report of Findings.

Substandard NCLEX outcomes for the 2007-08 and 2008-09 years triggered retention of an expert consultant to assist in evaluation of the program. Faculty implemented recommended improvements including revision of the minimum pre-requisite GPA other admission selection criteria, revision of grading rubrics and application of Assessment Technologies Institute (ATI) testing as an academic performance measurement tool. NCLEX outcomes improved: 2007-08 66.07%; 2008-09 61.33%; 2009-10 88.16%; 2010-11 80.30%; 2011-12 95%. Subsequently a downward trend in retention (2007-08 95.1%; 08-09 82%; 09-10 63.3%; 10-11 69.4%) and upward trend in attrition (2007-08 4.9%; 08-09 0%; 09-10 18.3%; 10-11 20.4%) has been

experienced. Additional resources have been applied to provide individual student support and tutoring. Some of this is grant funded but the college leadership has expressed commitment to funding these services in other ways if grant funds become unavailable. The program was using data collected via multiple methodologies to track attrition/retention which resulted in difficulty assessing the issue, but the program has now revised their data collection approach and will closely monitor these indicators to identify concerns and develop solutions.

Minor curriculum revisions were implemented in 2009 and 2010 in response to evaluation data collected from students, faculty, advisory committee members and other stakeholders. Program leadership and faculty have identified the need for a comprehensive curriculum review to ensure currency of course content including contemporary standards such as QSEN competencies, ensure linkage and progression of learning across the curriculum, expand the application of simulation as an instructional tool, sustain positive program outcomes and support student success. College administrators plan to provide resources such as additional faculty time to support this activity. Additionally, program leadership and faculty are actively working with San Diego State University (SDSU) to identify and implement curriculum revision that will create a seamless articulation/transition for IVC program graduates into the SDSU RN-BSN program and also allow co-enrollment while students are still in the ADN program.

Discussion with faculty revealed a well-developed and cohesive faculty group that provides consistent and coordinated instruction across the curriculum and between theory and clinical components of courses. Faculty and students identified some concern regarding crowded space in the program's two primary classrooms. Dr. Victor Jaime, IVC Superintendent/President, and Ms Kathy Berry, CIO-VP Academic Service, advised that work is actively underway, applying consultant resources to review space and architecture, to complete the process of redesigning the classroom spaces to remove structural obstacles and provide storage elsewhere for mobile items that can be removed. Faculty recognized the need to update their plan for orientation of new faculty and will be completing that in anticipation of new faculty soon to be hired. There are currently three full-time faculty vacancies with anticipated retirement of two to three faculty within the next few years. Dr. Jaime advised that budget considerations have delayed filling of these vacancies but that processes will now be initiated to address filling of these vacancies.

NECs met with first and second year students who expressed overall satisfaction with the program and great pride in being associated with this nursing program. Students praised their faculty for the quality of instruction and clinical experiences.

This program is found to be in overall compliance and committed to ongoing improvement that will maintain and improve upon the current program quality.

NEXT STEPS: Place on Board agenda.

FISCAL IMPACT, IF ANY: None.

PERSON(S) TO CONTACT: Leslie A. Moody, RN, MSN, MAEd
Nursing Education Consultant
(760) 369-3170

REPORT OF FINDINGS
IMPERIAL VALLEY COLLEGE
ASSOCIATE DEGREE NURSING PROGRAM

CONTINUING APPROVAL VISIT
January 29-30, 2013

NON-COMPLIANCE: **None.**

RECOMMENDATIONS:

SECTION 1424(b)(1) TOTAL PROGRAM EVALUATION – The nursing program shall have a written plan for evaluation of the total program, including admission and selection procedures, attrition and retention of students, and performance of graduates in meeting community needs.

Standardize attrition and retention data capture to increase accuracy of analysis and application to program evaluation.

SECTION 1424(d) ADMINISTRATION AND ORGANIZATION – RESOURCES –

The program shall have sufficient resources, including faculty, library, staff and support services, physical space and equipment, including technology, to achieve the program's objectives.

Continue planned process to fill full-time faculty vacancies.

SECTION 1425.1(b) FACULTY RESPONSIBILITIES – Each faculty member shall participate in an orientation program, including, but not limited to, the program's curriculum, policies and procedures, strategies for teaching, and student supervision and evaluation.

Formalize the new faculty orientation process specific to the nursing program.

SECTION 1426 REQUIRED CURRICULUM

1426(b) - The curriculum shall reflect a unifying theme, which includes the nursing process as defined by the faculty, and shall be designed so that t student who completes the program will have the knowledge, skills, and abilities necessary to function in accordance with the registered nurse scope of practice as defined in code section 2725, and to meet minimum competency standards of a registered nurse.

Continue work on curriculum review and revision to ensure current content and effective sequencing.

1426(f) - The program shall have tools to evaluate a student's academic progress, performance, and clinical learning experiences that are directly related to course objectives.

Level clinical evaluation tool criteria to be reflective of performance expectation level specific to each nursing course.

**CONSULTANT APPROVAL REPORT FOR
CONTINUING APPROVAL REVIEW**

EDP-S-08 (Rev. 09/12)

(916) 322-3350

PROGRAM NAME: Imperial Valley College Associate Degree Nursing Program (IVC)

DATES OF VISIT: January 29-30, 2013

APPROVAL CRITERIA	WORK COPY		
	Compliance	Non-Compliance	COMMENTS
SECTION 1: PROGRAM DIRECTOR / ASSISTANT			
DIRECTOR			
SECTION 1425(a) The director of the program shall meet the following minimum qualifications: (1) A Master's or higher degree from an accredited college or university which includes course work in nursing, education or administration; (2) One (1) year's experience as an administrator with validated performance of administrative responsibilities consistent with 1420 (h); (3) Two (2) year's experience teaching in pre- or post-licensure nursing programs; and (4) One (1) year's continuous, full-time or its equivalent experience in direct patient care as a registered nurse; or (5) Equivalent experience and/or education as determined by the board.	X		Justina Aguirre, Dean of Health and Sciences and Director of Nursing was appointed program director on 06/4/2009 following BRN approval and served in this role until 01/08/2013 when Susan Carreon was appointed to fill the new Director of Nursing role. MSN 1977 UCLA; PhD 1990 USCLA Mission College VN-RN Program Interim Director 2007-08; Santa Monica College Health Sciences Director 1986-1990 El Centro College 2004-2006 Cerritos College 1977-1982 Oncology 1981-82; L&D 1973-74; M/S 1970-72
SECTION 1425(b) The assistant director shall meet the education requirements set forth in subsections (a)(1) above and the experience requirements set forth in subsections (a)(3) and (a)(4) above or such experience as the board determines to be equivalent.	X		Richard Fitzsimmons was appointed assistant director 12/16/1997 following BRN approval. MS 1986 Madonna University; IVC Instructor 8/1991-present; staff nurse ICU El Centro Regional Medical Center 1991-present.
SECTION 1424(e) The director and the assistant director shall dedicate sufficient time for the administration of the program.	X		The director position is 100% administrative with additional responsibility for VN, Paramedic, MA, Pharm. Tech., Fire Academy/Science and Dental Assistant programs. Assistant director receives 20% release time (3 unit hours/week).

APPROVAL CRITERIA	WORK COPY		
	Compliance	Non-Compliance	COMMENTS
SECTION 1424(f) The program shall have a board-approved assistant director who is knowledgeable and current regarding the program and the policies and procedures by which it is administered and who is delegated the authority to perform the director's duties in the director's absence.	X		The assistant director is BRN approved and has served in this role since 1997. The job description specifies this role assumes the duties of the director in their absence.
SECTION 2: TOTAL PROGRAM EVALUATION			
SECTION 1424(b)(1) The policies and procedures by which the program is administered shall be in writing, shall reflect the philosophy and objectives of the program, and shall be available to all students.	X		<p>Written policies, philosophy and program objectives are provided to the students in the Registered Nursing Student Program Handbook. Course objectives are presented in each course syllabus.</p> <p>Evaluation of the total program is presented in writing and includes required indicators. Attrition has risen (07-08 4.9%; 08-09 0%; 09-10 18.3%; 10-11 20.4%) and retention has decreased (07-08 95.1% 08-09 82.%; 09-10 63.3%; 10-11 69.4%). Measures for improvement include program specific tutoring. Multiple data capture methodologies are used for attrition/retention which has made true performance difficult to measure accurately . The program is continuing to monitor and evaluate these indicators to develop solutions.</p> <p>Recommendation: Standardize attrition and retention data capture to increase accuracy of analysis and application to program evaluation.</p>
(1) The nursing program shall have a written plan for evaluation of the total program, including admission and selection procedures, attrition and retention of students, and performance of graduates in meeting community needs.	X		
SECTION 1424(b) (2) The program shall have a procedure for resolving student grievances.	X		
SECTION 1424 (c) There shall be an organizational chart which identifies the relationships, lines of authority and channels of communication within the program, between the program and other administrative segments of the institution with which it is affiliated, and between the program, the institution and clinical agencies.	X		The organizational chart depicts relationships, lines of authority and channels of communication within the program consistent with BRN regulations.

APPROVAL CRITERIA			COMMENTS
	Compliance	Non-Compliance	
SECTION 3: SUFFICIENCY OF RESOURCES SECTION 1424(d) The program shall have sufficient resources, including faculty, library, staff and support services, physical space and equipment including technology to achieve the program's objectives.	X		<p>Faculty: There are 5 full-time faculty and 9 part-time faculty, with 3 full-time faculty positions vacant that are currently filled with part-time faculty. Additionally, 3 of the full-time faculty report plans to retire within the next 2-3 years. College administration confirms plans to conduct their process to fill the faculty vacancies.</p> <p>Recommendation: Continue planned process to fill full-time faculty vacancies.</p> <p>Library: There is a library on campus which provides access to print resources as well as student support. Electronic resources are available to students both in the physical library and on-line. Nursing faculty serve on the college library committee.</p> <p>Staff/support services: Additional staff within the nursing department includes 0.5FTE simulation coordinator, computer lab/sim technician and two secretaries. Two of the college's counselors are assigned as liaison to advise prospective students and the counselors attend and participate in nursing department and advisory meetings. Part-time grant funded tutors are available to students in the Nursing Learning Center and all have been BRN approved as assistant instructor or clinical teaching assistant.</p> <p>Skills/Simulation Lab: There are four skills labs each containing 3-4 beds with mannequins of low, mid and high range fidelity and adult, adolescent, maternal and infant configuration to provide an appropriate scope of skills practice. The labs are appropriately equipped and supplied. A skills lab is open to students five days/week, eight hours each day. Students are consulted to determine most useful hours of operation in consideration of their course schedules and other needs. Simulation has been utilized since 2006 as an instructional adjunct and continues to be developed for application across the nursing curriculum. Sim scenarios are purchased from the manufacturer of the mannequins and then modified to align with the</p>

APPROVAL CRITERIA

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	Compliance	Non-Compliance	COMMENTS
			<p>program's specific course content. instructional <u>Physical space</u>: There are four classrooms equipped with standard instructional equipment assigned to the program and these are and a lecture hall is available for use by the program when needed for large groups. The Nursing Learning Center provides access to tutoring, electronic and print learning resources. The program also has a 26 station computer laboratory. Faculty have private or semi-private offices in the nursing building.</p> <p><u>Technology</u>: The availability and application of technology is evident in faculty offices, classrooms and the Nursing learning Center equipped with computers and multiple software applications to support instruction and student learning..</p>
<p>SECTION 4: PROGRAM ADMINISTRATION AND FACULTY QUALIFICATIONS</p> <p>SECTION 1425 All faculty, the director, and the assistant director shall be approved by the board pursuant to the document, "Faculty Qualifications and Changes Explanation of CCR 1425. A program shall report to the board all changes in faculty including changes in teaching areas, prior to employment of or within 30 days after termination of employment of a faculty member. Such changes shall be reported on forms provided by the board. Each faculty member, director, and assistant director shall hold a clear and active license issued by the board and shall possess the following qualifications:</p> <p>SECTION 1424(g) Faculty members shall have the primary responsibility for developing policies and procedures, planning, organizing, implementing and evaluating all aspects of the program.</p>	X		<p>All faculty assigned to teach at the time of this visit meet BRN requirements and have BRN approval. The program director has submitted approval requests prior to assignment of faculty and updates as required.</p>
	X		<p>This responsibility is delineated in the college's Nursing Faculty Job Description and there is evidence of the activity in departmental minutes.</p>

APPROVAL CRITERIA

APPROVAL CRITERIA	WORK COPY		
	Compliance	Non-Compliance	COMMENTS
SECTION 1424(h) The faculty shall be adequate in type and number to develop and implement the program approved by the board, and shall include at least one qualified instructor in each of the areas of nursing required by section 1426 (d) who will be the content expert in that area. Nursing faculty members whose teaching responsibilities include subject matter directly related to the practice of nursing shall be clinically competent in the areas to which they are assigned.	X		The program has 6 BRN approved full-time faculty (one is a temporary position) of which 5 are instructor and 1 is assistant instructor; 15 BRN approved part-time faculty of which 1 is instructor, 10 are assistant instructor and 4 are clinical teaching assistant. There are instructor level faculty for all 5 content areas.
SECTION 1424(j) The assistant director shall function under the supervision of the director. Instructors shall function under the supervision of the director or the assistant director. Assistant instructors and clinical teaching assistants shall function under the supervision of an instructor.	X		These reporting relationships are depicted in the organizational charts provided in the self-study and confirmed through faculty interviews during the visit.
SECTION 1425(c) An instructor shall meet the following minimum qualifications: (1) The education requirements set forth in subsection (a) (1). (2) Direct patient care experience within the previous five (5) years in the nursing area to which he or she is assigned, which can be met by: (A) One (1) year's continuous full-time or its equivalent experience providing direct patient care as a registered nurse in the designated nursing area; or (B) One (1) academic year of registered nurse level clinical teaching experience in the designated nursing area or its equivalent that demonstrates clinical competency; and (3) Completion of at least one (1) year's experience teaching courses related to registered nursing or completion of a post-baccalaureate course which includes practice in teaching registered nursing.	X		Instructor faculty are BRN approved and meet required qualifications
SECTION 1425(d) An assistant instructor shall meet the following minimum qualifications:	X		Assistant instructor faculty meet required qualifications and are BRN approved.

APPROVAL CRITERIA	WORK COPY		
	Compliance	Non-Compliance	COMMENTS
<p>(1) A baccalaureate degree from an accredited college which shall include courses in nursing, or in natural, behavioral or social sciences relevant to nursing practice;</p> <p>(2) Direct patient care experience within the previous five (5) years in the nursing area to which he or she will be assigned, which can be met by:</p> <p>(A) One (1) year's continuous, full-time or its equivalent providing direct patient care as a registered nurse in the designation nursing area; or</p> <p>(B) One (1) academic year of registered nurse level clinical teaching experience in the designated nursing area or its equivalent that demonstrates clinical competency.</p> <p>SECTION 1425(e) A clinical teaching assistant shall have at least one (1) continuous, full-time or its equivalent experience in the designated nursing area within the previous five (5) years, as a registered nurse providing direct patient care.</p>	X		Clinical teaching assistant faculty meet required qualifications and are BRN approved.
<p>SECTION 1425(f) A content expert shall be an instructor and shall possess the following minimum qualifications:</p> <p>(1) A master's degree in the designated nursing area; or</p> <p>(2) A master's degree that is not in the designated nursing area and shall:</p> <p>(A) Have completed thirty (30) hours of continuing education or two (2) semester units or three (3) quarter units of nursing education related to the designated nursing area; or have national certification in the designated nursing area from an accrediting organization, such as the American Nurses Credentialing Center (ANCC); and</p> <p>(B) Have a minimum of two hundred forty (240) hours of clinical experience within the previous three (3) years in the designated nursing area; or have a minimum of one (1) academic year of registered nurse level clinical teaching experience in the designated nursing area within the previous five (5) years.</p>	X		<p>Content experts are identified for each of the five areas: Med/Surg: Celeste Armenta Obstetrics: Donna Davis Pediatrics: Rick Fitzsimmons Mental Health/Psych: Jean Stroud Geriatrics: Diedre Pollock</p> <p>Evidence is provided in the self-study of current competence achieved through active practice, continuous teaching assignment and continuing education, and all meet the requirements to serve as content expert. The role of content expert is described in the self-study as responsible for curriculum review/revision recommendations and serving as a resource for faculty development, and the nursing department has a written policy that defines the role.</p>

APPROVAL CRITERIA

APPROVAL CRITERIA	WORK COPY		
	Compliance	Non-Compliance	COMMENTS
SECTION 5: CURRICULUM SECTION 1424(a) There shall be a written statement of philosophy and objectives that serves as a basis for curriculum structure. Such statement shall take into consideration the individual differences of students, including their cultural and ethnic background, learning styles, goals and support systems. It shall also take into consideration the concepts of nursing and man in terms of nursing activities, the environment, the health-illness continuum, and relevant knowledge from related disciplines. SECTION 1425.1(a) Each faculty member shall assume responsibility and accountability for instruction, evaluation of students, and planning and implementing curriculum content. SECTION 1425.1(b) Each faculty member shall participate in an orientation program, including, but not limited to, the program's curriculum, policies and procedures, strategies for teaching, and student supervision and evaluation. SECTION 1425.1(d) Each faculty member shall be clinically competent in the nursing area in which he or she teaches. SECTION 1426(a) The curriculum of a nursing program shall be that set forth in this section and shall be approved by the board. Any revised curriculum shall be approved by the board prior to its implementation.	X		The program has a written statement of philosophy that considers the unique needs of the students, and includes beliefs regarding the philosophies of man, nursing, health and illness, environment and the nursing program's purpose. The Roy Adaptation Theory provides a theoretical framework for nursing care and program outcome competency statements, which direct course content.
	X		This responsibility is delineated in the college's Nursing Faculty Job Description and there is evidence of the activity in departmental minutes. Part-time faculty are paid for attendance at departmental meetings.
	X		The program has an orientation process for new faculty and has developed an orientation manual. New faculty receive orientation to the college and to the program. Not all activities of the nursing program specific orientation are in writing in the orientation manual. Recommendation: Formalize the new faculty orientation process specific to the nursing program.
	X		Faculty participate in regular education and clinical practice activities to maintain current knowledge for the content area assigned to teach.
	X		The current BRN approved curriculum (Required Curriculum: Content Required for Licensure EDP-P-06 and Total Curriculum Plan EDP-P-05) is dated August 21, 2009 which reflects the most recent curriculum revision.

APPROVAL CRITERIA

APPROVAL CRITERIA	WORK COPY		
	Compliance	Non-Compliance	COMMENTS
SECTION 1426(b) The curriculum shall reflect a unifying theme, which includes the nursing process as defined by the faculty, and shall be designed so that a student who completes the program will have the knowledge, skills and abilities necessary to function in accordance with the registered nurse scope of practice as defined in code section 2775, and to meet minimum competency standards of a registered nurse.	X		The program draws from the Roy Adaptation Model, CA BRN Standards of Competent Performance and the nursing process as defined by NANDA (1974) to provide a unifying theme with strands including nursing process and the nurse's role as communicator, provider of care and client teacher. Faculty have participated in conferences and inservice education regarding QSEN competencies, and review of program/course objectives is underway to align them with the patient-centered care and safety elements, and as part of a comprehensive curriculum review/update that has been identified by the program as necessary and is in the initial phase. Recommendation: Continue work on curriculum review and revision to ensure current content and effective sequencing.
SECTION 1426(c) The curriculum shall consist of not less than fifty-eight (58) semester units, or eighty-seven (87) quarter units, which shall include at least the following number at least the following number of units in the specified course areas: (1) Art and science of nursing, thirty-six (36) semester units or fifty-four (54) quarter units, of which eighteen (18) semester or twenty-seven (27) quarter units will be in theory and eighteen (18) semester or twenty-seven (27) quarter units will be in clinical practice. (2) Communication skills, six (6) semester or nine (9) quarter units. Communication skills shall include principles of oral, written and group communication. (3) Related natural sciences, (anatomy, physiology, and microbiology courses with labs) behavioral and social sciences, sixteen (16) semester or twenty-four (24) quarter units.	X		Semester units. Total Nursing Units: 46.5 (Theory 25;Clinical 21.5) Communication: 6 Science: 19 Total Units for Licensure: 71.5 Total Units for Graduation: 83.5

APPROVAL CRITERIA

APPROVAL CRITERIA	WORK COPY		
	Compliance	Non-Compliance	COMMENTS
SECTION 1426(d) Theory and clinical practice shall be concurrent in the following nursing areas: geriatrics, medical-surgical, mental health/psychiatric nursing, obstetrics and pediatrics.. Instructional outcomes will focus on delivering safe, therapeutic, effective patient-centered care; practicing evidence-based practice; working as part of interdisciplinary teams; focusing on quality improvement; and using information technology. Instructional content shall include, but is not limited to, the following: critical thinking, personal hygiene, patient protection and safety, pain management, human sexuality, client abuse, cultural diversity, nutrition (including therapeutic aspects), pharmacology, patient advocacy, legal, social and ethical aspects of nursing, and nursing leadership and management.	X		Theory and clinical practice are concurrent for the five content areas. Faculty have begun incorporating QSEN competencies into the curriculum and have a plan for additional curriculum review and revision. Program and course student learning outcome statements address required outcome elements.
SECTION 1426(e) The following shall be integrated throughout the entire nursing curriculum. (1) nursing process; (2) basic intervention skills in preventive, remedial, supportive, and rehabilitative nursing; (3) physical, behavioral and social aspects of human development from birth through all age levels; (4) the knowledge and skills required to develop collegial relationships with health care providers from other disciplines; (5) communication skills including principles of oral, written and group communications; (6) natural sciences including human anatomy, physiology and microbiology; and (7) related behavioral and social sciences with emphasis on societal and cultural patterns, human development, and behavior relevant to health-illness.	X		Elements are all evident in the curriculum plan and nursing course content.

APPROVAL CRITERIA

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	Compliance	Non-Compliance	COMMENTS
SECTION 1426.1 PRECEPTORSHIP A preceptorship is a course, or component of a course, presented at the end of a board-approved curriculum, that provides students with a faculty-planned and supervised experience comparable to that of an entry-level registered nurse position. A program may choose to include a preceptorship in its curriculum.	N/A		The program does not use the preceptorship model for any courses.
SECTION 1426(g) The course of instruction shall be presented in semester or quarter units or the equivalent under the following formula: (1) One (1) hour of instruction in theory each week throughout a semester or quarter equals one (1) unit. (2) Three (3) hours of clinical practice each week throughout a semester or quarter equals one (1) unit. With the exception of an initial nursing course that teaches basic nursing skills in a skills lab, 75% of clinical hours in a course must be in direct patient care in an area specified in section 1426(d) in a board-approved clinical setting.	X		The program is presented in 16 week compressed semester format applying the required calculation of hours:unit. A policy is in place. When simulation, skills lab practice/skills validation, and observation are used to supplement live clinical instruction The hours do not exceed 25% of the total course clinical hours.
SECTION 6: CLINICAL FACILITIES SECTION 1425.1(c) The registered nurse faculty member shall be responsible for clinical supervision only of those students enrolled in the registered nursing program.	X		The clinical facility agreement specifies faculty responsibilities.
SECTION 1424(i) When a non-faculty individual participates in the instruction and supervision of students obtaining clinical experience, his or her responsibilities shall be described in writing and kept on file by the nursing program.	N/A		Faculty are assigned to supervise all clinical experiences.
SECTION 1427(a) A nursing program shall not utilize any agency or facility for clinical experience without prior approval by the board. Each program must submit evidence that it has complied with the requirements of subdivisions (b),(c) and (d) of this section and the policies outlined by the board.	X		All clinical facilities utilized by the program are BRN approved and approvals are on file.

APPROVAL CRITERIA

APPROVAL CRITERIA	WORK COPY		
	Compliance	Non-Compliance	COMMENTS
SECTION 1427(b) A program that utilizes an agency or facility for clinical experience shall maintain written objectives for student learning in such facilities, and shall assign students only to facilities that can provide the experience necessary to meet those objectives.	X		Written objectives are provided to clinical facilities. Students are assigned to clinical locations and experiences based on stated learning objectives.
SECTION 1427(c) Each such program shall maintain written agreements with such facilities and such agreements shall include the following: (1) Assurance of the availability and appropriateness of the learning environment in relation to the program's written objectives; (2) Provision for orientation of faculty and students; (3) A specification of the responsibilities and authority of the facility's staff as related to the program and to the educational experience of the students; (4) Assurance that staff is adequate in number and quality to insure safe and continuous health care services to patients; (5) Provisions for continuing communication between the facility and the program; and (6) A description of the responsibilities of faculty assigned to the facility utilized by the program.	X ↓		Written agreements are maintained with each clinical facility. The program's Clinical Training Agreement template addresses all required elements.
SECTION 1427(d) In selecting a new clinical agency or facility for student placement, the program shall take into consideration the impact of such additional group of students would have on students of other nursing programs already assigned to the agency or facility.	X		An evaluation utilizing the Program Clinical Facility Verification form EDP-P-14 is completed for each clinical facility.

APPROVAL CRITERIA	WORK COPY		
	Compliance	Non-Compliance	COMMENTS
<p>SECTION 1424(k) The student/teacher ratio in the clinical setting shall be based on the following criteria:</p> <ol style="list-style-type: none"> 1) Acuity of patient needs; 2) Objectives of the learning experience; 3) Class level of the students; 4) Geographic placement of students; 5) Teaching methods; and 6) Requirements established by the clinical agency. 	X		<p>The program has a policy/procedure that describes how faculty:student ratio is determined and includes all required elements as considerations. It is noted that the customary faculty:student ratio is 1:10 and never exceeds 1:12. Grant funds are sometimes applied to further reduce faculty:student ratio.</p>
<p>SECTION 1426(f) The program shall have tools to evaluate a student's academic progress, performance, and clinical learning experiences that are directly related to course objectives.</p>			<p>All course syllabi contain descriptions and tools for evaluation of student learning. Clinical evaluation tools contain the same evaluation elements and criteria across the program curriculum.</p> <p>Recommendation: Level clinical evaluation tool criteria to be reflective of performance expectation level specific to each nursing course.</p>
<p>SECTION 7: STUDENT PARTICIPATION</p> <p>SECTION 1428 Students shall be provided the opportunity to participate with the faculty in the identification of policies and procedures related to students including but not limited to:</p> <ol style="list-style-type: none"> (a) Philosophy and objectives; (b) Learning experience; and (c) Curriculum instruction and evaluation of the various aspects of the program, including clinical facilities. 	X		<p>Students complete evaluations of all courses, clinical facilities and the program overall. Each semester cohort elects a representative who attends department and advisory committee meetings where program policy and curriculum decisions are made.</p>

APPROVAL CRITERIA

APPROVAL CRITERIA	WORK COPY		
	Compliance	Non-Compliance	COMMENTS
SECTION 8: LICENSED VOCATIONAL NURSES THIRTY (30) SEMESTER AND FORTY-FIVE (45) QUARTER UNITS			
SECTION 1429(a) An applicant who is licensed in California as a vocational nurse is eligible to apply for licensure as a registered nurse if such applicant has successfully completed the courses prescribed below and meets all the other requirements set forth in Section 2736 of the Code. Such applicant shall submit evidence to the board, including a transcript of successful completion of the requirements set forth in subsection (c) and of successful completion or challenge of courses in physiology and microbiology comparable to such courses required for licensure as a registered nurse.	X		The LVN 30 Unit Option is presented in the program's BRN approved curriculum (Required Curriculum: Content Required for Licensure EDP-P-06).
SECTION 1429(b) The school shall offer objective counseling of this option and evaluate each licensed vocational nurse applicant for admission to its registered nursing program on an individual basis. A school's determination of the prerequisite courses required of a licensed vocational nurse applicant shall be based on an analysis of each applicants academic deficiencies, irrespective of the time such courses were taken.	X		Objective counseling is provided. Students sign a disclaimer form indicating they have received advisement and understand potential limitations of this option. The program has not recently admitted any students under this option as the program seats are filled by generic and advanced placement LVN-RN students, and the number of applicants has exceeded the available seats.
SECTION 1429(c) The additional education required of licensed vocational nurse applicants shall not exceed a maximum of thirty (30) semester or forty-five (45) quarter units. Courses required for vocational nurse licensure do not fulfill the additional education requirement. However, other courses comparable to those required for licensure as a registered nurse, as specified in section 1426, may be fulfill the additional education requirement.	X		Required course semester units total 30. NURS 231 (8.5) , 211 (1), 241 (8.5), 221 (1), 224 (2), 225 (1), Biol 202 (4) or 206(4); Biol 092 (4)
Nursing courses shall be taken in an approved nursing program and shall be beyond courses equivalent to the first year of professional nursing courses. The nursing content shall include nursing intervention in acute, preventive, remedial, supportive, rehabilitative and teaching aspects of nursing. Theory and courses with concurrent clinical practice shall include advanced medical-surgical, mental health, psychiatric nursing and geriatric nursing.	X		Credit for first year nursing courses is awarded for VN licensure. Required courses include content and elements as specified.

APPROVAL CRITERIA	WORK COPY		
	Compliance	Non-Compliance	COMMENTS
The nursing content shall include the basic standards for competent performance prescribed in section 1443.5 of these regulations.	X		
SECTION 9: PREVIOUS EDUCATION CREDIT SECTION 1430 An approved nursing program shall have a process for a student to obtain credit for previous education or for other acquired knowledge in the field of nursing through equivalence, challenge examinations, or other methods of evaluation. The program shall make the information available in published documents, such as college catalog or student handbook, and online.	X		Instructions on obtaining credit for previous education or knowledge are presented in the Registered Nursing Student Program Handbook, the college catalogue and the semester class schedule.
SECTION 10: LICENSING EXAMINATION PASS RATE STANDARD SECTION 1431 The nursing program shall maintain a minimum pass rate of seventy five percent (75%) for first time licensing examination candidates. (a) A program exhibiting a pass rate below seventy five percent (75%) for first time candidates in an academic year shall conduct a comprehensive program assessment to identify variables contributing to the substandard pass rate and shall submit a written report to the board. That report shall include the findings of the assessment and a plan for increasing the pass rate including specific corrective measures to be taken, resources, and timeframe. (b) A board approval visit will be conducted if a program exhibits a pass rate below seventy five percent (75%) for first time candidates for two (2) consecutive academic years. (c) The board may place a program on warning status with intent to revoke the program's approval and may revoke approval if a program fails to maintain the minimum pass rate pursuant to Section 2788 of the code.	X		2007-08 66.07% (37/56) 2008-09 61.33% (46/75) 2009-10 88.16% (67/76) 2010-11 80.30% (53/66) 2011-12 95.00% (53/66) 2012-13 1 st quarter Jul-Sep 100.00% (9/9) 2 nd quarter Oct-Dec 100.00% (1/1) A consultant was retained to review the curriculum in response to substandard NCLEX outcomes of 2007-08 and 2008-09. In response to the consultant's findings, measures were implemented including revision of admission/selection criteria; revision of course activity grading rubrics and application of ATI testing results to course grading; industry partners revised the clinical learning experiences to improve the learning environment and changed hiring practices to require NCLEX-RN preparation and/or testing prior to hire which incentivized graduates to take the exam without delay. Subsequent to these measures NCLEX outcomes have improved and maintained well above minimum threshold. The program faculty plan to begin a comprehensive curriculum review and continue to monitor this performance parameter to ensure this improvement is sustained.



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**IMPERIAL VALLEY COLLEGE
ASSOCIATE DEGREE NURSING PROGRAM**

**Response to Recommendations
from
CONTINUING APPROVAL VISIT
January 29-30, 2013**

RECOMMENDATIONS:

SECTION 1424(b)(1) TOTAL PROGRAM EVALUATION – The nursing program shall have a written plan for evaluation of the total program, including admission and selection procedures, attrition and retention of students, and performance of graduates in meeting community needs. *Standardize attrition and retention data capture to increase accuracy of analysis and application to program evaluation*

- We are in the process of ordering improved data tracking software that should improve our tracking and analysis of cohort completion on time information and help us better identify factors which contribute to or inhibit student success. This will give more accurate information and indications for needed interventions. We will carefully track student attrition and retention and plan appropriate interventions as a part of our Total Evaluation Plan.

SECTION 1424(d) ADMINISTRATION AND ORGANIZATION – RESOURCES – The program shall have sufficient resources, including faculty, library, staff and support services, physical space and equipment, including technology, to achieve the program's objectives. *Continue planned process to fill full-time faculty vacancies.*

- We are currently in the college process for prioritizing full-time faculty hiring decisions. We have requested that our three open positions (due to retirements and relocation) be filled and have provided strong rationale (including your recommendation above). We have had one FT sub currently in the budget and that should strengthen our request.

SECTION 1425.1(b) FACULTY RESPONSIBILITIES – Each faculty member shall participate in an orientation program, including, but not limited to, the program's curriculum, policies and procedures, strategies for teaching, and student supervision and evaluation. *Formalize the new faculty orientation process specific to the nursing program.*

- We have developed a New Faculty Orientation Process specific to the nursing program that is attached to this response.

SECTION 1426 REQUIRED CURRICULUM

1426(b) - The curriculum shall reflect a unifying theme, which includes the nursing process as defined by the faculty, and shall be designed so that t student who completes the program will have the knowledge, skills, and abilities necessary to function in accordance with the registered nurse scope of practice as defined in code section 2725, and to meet minimum competency standards of a registered nurse. *Continue work on curriculum review and revision to ensure current content and effective sequencing.*



- The faculty is committed to a major curriculum revision reflecting QSEN and the IOM competencies. We are purchasing new software to guide the revision and have funding to support a team of faculty to work intensively through the summer. Currently we are having one meeting per month with all faculty members that focuses only on the curricular changes we will need.

1426(f) - The program shall have tools to evaluate a student's academic progress, performance, and clinical learning experiences that are directly related to course objectives.

Level clinical evaluation tool criteria to be reflective of performance expectation level specific to each nursing course.

- The faculty plans to develop the revised curriculum with clearly defined leveled competencies that will be reflected in clinical evaluations with leveled performance criteria specific for each nursing course.

Sincerely,

Susan Carreon, RN, MN, PhD
Director Nursing & Allied Health
1-760-355-6347 / susan.carreon@imperial.edu

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 7.3.1

DATE: May 8, 2013

ACTION REQUESTED: Continue Approval for United States University Nurse Practitioner Program

REQUESTED BY: Leslie A. Moody, Nursing Education Consultant

BACKGROUND: Blanca Cardenas, MSN, FNP, has been teaching in the USU Nurse Practitioner (FNP) program and serving as part-time coordinator since April 2011, and was appointed program director in September 2012. Ms Cardenas continues to concurrently serve as teaching faculty for nine of the fourteen program courses. The program has had multiple directors since initial approval.

The program was initially approved in February 2010 and twenty two graduates have completed the program since that time. There are currently thirty-two students enrolled in this program that prepares graduates for practice as a Family Nurse Practitioner. Students are admitted either to complete the USU Entry Level Master's Degree program or as an optional track of the USU MSN program. Thirteen of the currently enrolled students are generic MSN/FNP students and nineteen are ELM/FNP students. Graduates of the program are not currently able to take the national certification examination due to lack of required nursing body accreditation (ie CCNE) which limits their practice even with achieving BRN certification. The program cannot apply at this time for CCNE accreditation due to the status of the ELM-NP program (Warning Status per BRN since 6/2011) but plans to pursue CCNE accreditation when the status of the ELM-NP program is normalized.

A regularly scheduled continuing approval visit was conducted February 7-8, 2013 by Nursing Education Consultants Carol Mackay, Leslie Moody and Laura Shainian, and Miyo Minato, Supervising Nursing Education Consultant. Areas of noncompliance were identified related to CCR Sections 1484(c) Faculty and 1484(d) Curriculum involving multiple areas. Four recommendations were written related to CCR Section 1484(a)(2) Philosophy, 1484(b)(6) Administration, 1484(c)(2) Director and 1484(d)(11) Clinical Placement. Noncompliance and recommendations are further explained in the attached Report of Findings and Consultant Approval Report.

At the time of the visit, there were only two faculty members teaching the program courses, with no faculty retained who possessed specific expertise and qualifications to teach the pediatrics and women's health content. Ms. Cardenas teaches nine of the fourteen program courses, reviews all course syllabi for content and currency, and makes all arrangements for student clinical placements in addition to being the full-time program director. She is a very experienced nurse practitioner, but has been in the role of program director for a short time and has not received

expert mentorship to this role. The scope of Ms. Cardenas' work is too broad, and there are inadequate faculty numbers to effectively deliver and review the curriculum. Deficiencies are identified in the curriculum design and delivery (ie philosophy, faculty collaboration for curriculum development, course syllabi, sequencing of content such as standardized procedures), program activity documentation (ie student clinical logs, preceptor records, student clinical clearance), and program evaluation which will require additional resources to adequately correct. Program students are preceptored only by physicians, which does not provide adequate opportunity for them to learn the nurse practitioner role.

This fairly new program has the strong commitment to improvement by the current director and the university leadership. Physician clinical preceptors and clinical sites provide strong learning experiences for the students.

BRN staff recommendation is to defer continuing approval for this program to allow time for correction of the areas of noncompliance and recommendation.

NEXT STEPS: Place on Board agenda.

FISCAL IMPACT, IF ANY: None

PERSON(S) TO CONTACT: Leslie A. Moody, RN, MSN, MAEd
Nursing Education Consultant
(760) 369-3170

California Board of Registered Nursing (BRN)
Report of Findings
United States University
Nurse Practitioner Program
Continuing Approval Visit February 7-8, 2013

Non-compliance:

CCR Section 1484(c): Faculty

There shall be an adequate number of qualified faculty develop and implement the program and to achieve the stated objectives.

Findings:

- In Spring 2013, two NP faculty members were teaching all of the FNP specialty courses. Ms. Cardenas, Program Director, teaches nine of the fourteen FNP courses.
- There are no FNP faculty with expertise in pediatrics or women's health to teach this content.
- All preceptors assisting clinical faculty in instruction are physicians.

CCR Section 1484(d): Curriculum

- **Section 1484(d)(1): The program shall include all theoretical and clinical instruction necessary to enable the graduate to provide primary health care for persons for whom he/she will provide care.**

Finding: Multiple curriculum deficiencies identified related to structure, content and technological support for clinical instruction.

- **Section 1484(d)(4): Curriculum, course content, and plans for clinical experience shall be developed through collaboration of the total faculty**

Finding: Individual course faculty revise their syllabi and then the program director reviews all course syllabi.

- **Section 1484(d)(8)(A),(B): The course of instruction shall be calculated according to the following formula:**

Finding: FNP student contact hours for credit units do not comply with the BRN formulas. Skills lab content is taught in theory courses

- **Section 1484(d)(9): Supervised clinical practice shall consist of two phases**

Finding: No systematic plan is in place for teaching and supervising practice of diagnostic and treatment procedures prior to clinical application.

- **CCR Section 1484(d)(12)(P): The curriculum shall include, but is not limited to: Legal implications of advanced practice.**

Finding: Instruction in standardized procedure and furnishing number content occurs only in the last program theory course.

Recommendations:

CCR Section 1484 (a)(2): Philosophy

Expand the description of the FNP role and the meaning of primary health care in the program philosophy.

CCR Section 1484 (b)(6): Administration

Systematically collect, analyze and apply data for the total FNP program evaluation.

CCR Section 1484(c)(2): Director

Provide the program director with assistance from an experienced MSN/NP educator familiar with BRN regulations for program development.

CCR Section 1484(d)(11): Arranging clinical instruction

Consider assigning a clinical placement coordinator to manage student clinical placements.

BOARD OF REGISTERED NURSING CONSULTANT APPROVAL REPORT NURSE PRACTITIONER PROGRAM

PROGRAM: United States University
Family Nurse Practitioner Program

VISIT DATES: February 7-8, 2013

APPROVAL CRITERIA	COMP	NON-COMP	WORK COPY COMMENTS
<p>Section 1484. Standards of Education.</p> <p>The program of study preparing a nurse practitioner shall meet the following criteria:</p> <p>SECTION 1484(a) Purpose, Philosophy and Objectives</p> <p>(1) have as its primary purpose the preparation of registered nurses who can provide primary health care;</p> <p>(2) have a clearly defined philosophy available in written form;</p> <p>(3) have objectives which reflect the philosophy, stated in behavioral terms, describing the theoretical knowledge and clinical competencies of the graduate.</p>	X		<p>The purpose of the USU FNP Program is the preparation of FNPs to provide primary health care in a variety of multicultural health care settings within the community.</p> <p>The USU FNP Program was initially approved by the BRN as InterAmerican College FNP Program in February 2010. Since then, 22 graduates have completed the program. Two of these graduates were from the ELM/FNP track.</p> <p>Currently, there are 32 students enrolled in the FNP Program: 13 generic MSN/FNP students, and 19 ELM/FNP students.</p>
		X	<p><u>Recommendation</u></p> <p>Expand the description of the FNP role and the meaning of primary health care in the program philosophy.</p>
		X	<p>The FNP Program objectives are integrated into the MSN Program objectives.</p> <p>The objectives reflect the theoretical knowledge and clinical competence of a FNP.</p>

APPROVAL CRITERIA	COMP	NON-COMP	WORK COPY COMMENTS
<p>SECTION 1484(b) Administration</p> <p>(1) be conducted in conjunction with one of the following:</p> <p>(A) An institution of higher education that offers a baccalaureate or higher degree in nursing, medicine or public health.</p> <p>(B) A general acute care hospital licensed pursuant to Chapter 2 (Section 1250) of Division 2 of the Health and Safety Code, which has an organized outpatient department.</p>	<p>X</p> <p>NA</p>		<p>Currently, the ELM portion of the USU ELM/FNP Program is on Warning Status with the California BRN. As a result, USU has not been able to pursue National accreditation with CCNE for the MSN/FNP Program. Lack of national accreditation has serious repercussions for program graduates. Graduates are not eligible to take National NP certification exams, and without national certification graduates are not able to be reimbursed by Medicare. Upon removal of Warning Status by the BRN, USU intends to pursue CCNE accreditation.</p> <p>Since November 2009, USU has had WASC accreditation. A Special WASC visit is scheduled for Spring 2013 related to ownership of the institution. USU's regular WASC visit is scheduled for 2014.</p>
<p>(2) Have admission requirements and policies for withdrawal, dismissal and readmission clearly stated and available to the student in written form.</p>	<p>X</p>		<p>The required policies are located in the USU 2012-2013 catalogue.</p>
<p>(3) Have written policies for clearly informing applicants of the academic status of the program.</p>	<p>X</p>		<p>Information regarding the academic status of the program is also in the general catalogue.</p>

APPROVAL CRITERIA	COMP	NON-COMP	WORK COPY COMMENTS
(4) Provide the graduate with official evidence indicating that he/she has demonstrated clinical competence in delivering primary health care and has achieved all other objectives of the program.	X		<p>Graduates of the program receive a Diploma; Master of Science in Nursing/Family Nurse Practitioner.</p> <p>USU does not offer a Post Masters Certificate Program</p>
(5) Maintain systematic, retrievable records of the program including philosophy, objectives, administration, faculty, curriculum, students and graduates. In case of program discontinuance, the board shall be notified of the method provided for record retrieval.	X		<p>Electronic program records are stored on the shared drive. Hard copies are stored in the director's office.</p> <p>Official student and graduate records are maintained in the Registrar's office in Chula Vista.</p> <p>In the event USU closes, the University President will notify the BRN.</p>
(6) Provide for program evaluation by faculty and students during and following the program and make results available for public review.	X		<p>Data collection and evaluation has been performed but has not been completed regularly and consistently.</p> <p><u>Recommendation</u></p> <p>Systematically collect, analyze and apply data for the total FNP program evaluation.</p>
SECTION 1484(c) Faculty. There shall be an adequate number of qualified faculty to develop and implement the program and to achieve the stated objectives.		X	<p><u>Findings</u></p> <p>In Spring 2013, two NP faculty members were teaching all of the FNP specialty courses. Ms. Cardenas teaches nine of the fourteen FNP courses. No NP faculty with expertise in Pediatrics and Women's Health to teach this content.</p> <p>All preceptors assisting clinical faculty in instruction are physicians, no Nurse Practitioners.</p>

APPROVAL CRITERIA	COMP	NON-COMP	WORK COPY COMMENTS
(1) Each faculty person shall demonstrate current competence in the area in which he/she teaches.	X		
(2) The director or co-director of the program shall:	X		<u>Recommendation</u> Provide the program director with assistance from an experienced MSN/NP educator familiar with BRN regulations for program development.
(A) be a registered nurse;			
(B) hold a Master's or higher degree in nursing or a related health field from an accredited college or university;	X		Ms. Blanca Cardenas, MSN, FNP, RN, PHN, is FNP program director. MSN/FNP 2007: CSULB BSN 2005: Loma Linda University
(C) Have had one academic year's experience, within the last five (5) years, as an instructor in a school of professional nursing, or in a program preparing nurse practitioners.	X		Ms. Cardenas has been teaching in the USU FNP program since April 2011.
(3) Faculty in the theoretical portion of the program must include instructors who hold a Master's or higher degree in the area in which he or she teaches.	X		The director and four part-time faculty members who teach the FNP program hold a Master's degree or higher. Three non-NP faculty teach the MSN/ FNP core courses.
(4) A clinical instructor shall hold active licensure to practice his/her respective profession and demonstrate current clinical competence.	X		The two clinical faculty members are BRN certified. Both faculty also work in FNP practice.

APPROVAL CRITERIA	COMP	NON-COMP	WORK COPY COMMENTS
(5) A clinical instructor shall participate in teaching, supervising and evaluating students, and shall be appropriately matched with the content and skills being taught to the students.	X		Clinical faculty are assisted by MD preceptors in the direct supervision of FNP students in the practicum. Clinical faculty visit the clinical site one to two times per semester.
SECTION 1484(d) Curriculum (1) The program shall include all theoretical and clinical instruction necessary to enable the graduate to provide primary health care for persons for whom he/she will provide care.		X	<u>Findings</u> Multiple curriculum deficiencies identified related to structure, content, and technological support for clinical instruction. For example, regarding technological support for clinical instruction, there are no systems for clinical log documentation, for preceptor records, for student clinical clearance documentation or for electronic course management. With respect to deficiencies related to curriculum structure, course syllabi do not provide students with all the information needed to be successful in the course, i.e. no Preceptor Handbook, same clinical grading rubric used in all the clinical courses, etc.
(2) The program shall provide evaluation of previous education and/or experienced in primary health care for the purpose of granting credit for meeting program requirements.	X		The FNP Program uses the Transfer Policy found in the USU 2012-2013 catalogue.
(3) Training for practice in an area of specialization shall be broad enough, not only to detect and control presenting symptoms, but to minimize the potential for disease progression.	X		The FNP curriculum is consistent with the Standards of Practice established by the <i>National Organization of Nurse Practitioner Faculty</i> (NONPF), and <i>The Essentials of Master's Education in Nursing</i> (AACN).

APPROVAL CRITERIA	COMP	NON-COMP	WORK COPY COMMENTS
(4) Curriculum, course content, and plans for clinical experience shall be developed through collaboration of the total faculty.		X	<u>Findings</u> Total faculty do not collaborate to develop curriculum, etc. The individual course faculty revise their syllabi and then the program director reviews all course syllabi.
(5) Curriculum, course content, methods of instruction and clinical experience shall be consistent with the philosophy and objectives of the program.	X		The curriculum, course content, etc. flow from the USU program philosophy and objectives.
(6) Outlines and descriptions of all learning experiences shall be available, in writing, prior to enrollment of students in the program.	X		An <i>Academic Program of Study</i> which outlines all learning experiences is provided in writing to students prior to enrollment in the program.
(7) The program may be full-time or part-time and shall be comprised of not less than (30) semester units,[forty-five (45) quarter units], which shall include theory and supervised clinical practice.	X		The USU FNP Program is offered on a full-time basis. The USU MSN/FNP Program consists of 49 semester units.
(8) The course of instruction shall be calculated according to the following formula: (A) One (1) hour of instruction in theory each week throughout a semester or quarter equals one (1) unit. (B) Three (3) hours of clinical practice each week throughout a semester or quarter equals one (1) unit. (C) One (1) semester equals 16-18 weeks and one (1) quarter equals 10-12 weeks.		X	<u>Findings</u> FNP student contact hours for credit units do not comply with the BRN formulas. Skills lab content is being taught in theory courses.
	X		One semester at USU equals 16 weeks in length.

APPROVAL CRITERIA	COMP	NON-COMP	WORK COPY COMMENTS
<p>(9) Supervised clinical practice shall consist of two phases:</p> <p>(A) Concurrent with theory, there shall be provided for the student, demonstration of and supervised practice of correlated skills in the clinical setting with patients.</p> <p>(B) Following acquisition of basic theoretical knowledge prescribed by the curriculum the student shall receive supervised experience sand instruction in an appropriate clinical setting.</p> <p>(C) At least 12 semester units or 18 quarter units of the program shall be in clinical practice.</p>		X	<p><u>Findings</u></p> <p>No systematic plan is in place for teaching and supervising practice of diagnostic and treatment procedures prior to clinical application.</p>
	X		<p>Following acquisition of core NP knowledge (advanced health assessment, pharmacology, pathophysiology, NP role, and health promotion), FNP students take a series of three concurrent theory and clinical courses. The clinical instruction then concludes with a six semester unit Clinical Residency course.</p>
	X		<p>The FNP students complete a total of 15 semester unit (720 hours) of clinical practice.</p>
<p>(10) The duration of clinical experience and the setting shall be such that the student will receive intensive experience in performing the diagnostic and treatment procedures essential to the practice for which the student is being prepared.</p>	X		
<p>(11) The program shall have the responsibility for arranging for clinical instruction and supervision for the student.</p>	X		<p>The program director has responsibility for securing all clinical preceptor placements (no Clinical Placement Coordinator on staff for FNP program).</p> <p><u>Recommendation</u></p> <p>Consider assigning a clinical placement coordinator to manage student clinical placements.</p>

APPROVAL CRITERIA	COMP	NON-COMP	WORK COPY COMMENTS
(12) The curriculum shall include, but is not limited to:			
(A) Normal growth and development	X		
(B) Pathophysiology	X		
(C) Interviewing and communication skills	X		
(D) Eliciting, recording and maintaining a developmental health history	X		
(E) Comprehensive physical examination	X		
(F) Psycho-social assessment	X		
(G) Interpretation of laboratory findings	X		
(H) Evaluation of assessment data to define health and developmental problems	X		
(I) Pharmacology	X		
(J) Nutrition	X		
(K) Disease management	X		
(L) Principles of health maintenance	X		
(M) Assessment of community resources	X		
(N) Initiating and providing emergency treatments	X		
(O) Nurse practitioner role development	X		
(P) Legal implications of advanced practice		X	<u>Findings</u> Instructional content regarding Standardized Procedure and Furnishing Number content occurs only in the terminal FNP theory course.
(Q) Health care delivery systems	X		

APPROVAL CRITERIA	COMP	NON- COMP	WORK COPY COMMENTS
(13) The course of instruction of a program conducted in a non-academic setting shall be equivalent to that conducted in an academic setting.	NA		



April 05, 2013

To: California Board of Registered Nursing
1747 North Market Boulevard, Suite 150
Sacramento, CA. 95834

From: United States University
830 Bay Boulevard
Chula Vista, CA. 91911

Re: Response to site visit in February 2013

United States University is presenting the actions we took as a university to address all areas on non-compliance after our BRN on-site visit in February 7th & 8th of 2013 to our MSN/FNP program. The Board of registered Nursing found two areas of non-compliance, these being: 1. CCR Section 1484 (c) - in faculty and 2. CCR section 1484 (d) - in curriculum. Please see the following pages with the description of our actions.

Respectfully,

Blanca Cardenas, FNP, MSN, RN, PHN
Dean - MSN/FNP program



**California Board of Registered Nursing (BRN)
Report of Findings
United States University
Nurse Practitioner Program
Continuing Approval Visit February 7-8, 2013**

Non-compliance:

CCR Section 1484(c): Faculty

There shall be an adequate number of qualified faculty develop and implement the program and to achieve the stated objectives.

Findings:

- In Spring 2013, two NP faculty members were teaching all of the FNP specialty courses. Ms. Cardenas, Program Director, teaches nine of the fourteen FNP courses.
- There are no FNP faculty with expertise in pediatrics or women's health to teach this content.
- All preceptors assisting clinical faculty in instruction are physicians.

Action:

- **Maria Ramira, DNP, APRN, FNP-BC, CEN has accepted full time position as assistant instructor**
- **We have hired additional NPs as adjunct faculty**
 - **Onyegbule, Patience, DNP, FNP**
 - **Will be teaching throughout common, acute, and chronic illnesses to cover pediatrics and woman's health, which is her specialty area**
 - **Dr. Onyegbule will start on May 10th 2013**



- **Leners, Colleen, DNP, FNP**
 - **Will be teaching advance physical assessment and advance pathophysiology**
 - **Dr. Leners will start on Sep. 07th 2013**
- **Larry Harker, Pharm.D. and Scott Webber Pharm. D.**
 - **Are going through the interview process to be hired to teach advanced pharmacology**
- **Blanca Cardenas is handling the administrative aspect of the program and is only teaching certain topics within the courses and covering for any time the instructors need assistance with either a portions of their course or a day when they cannot come in to teach.**
- **Three perspective NPs to be preceptors for our students**
 - **Vicky Lebron, FNP practicing in family practice for over 30 yrs**
 - **Jaime Bimstein FNP practicing in pediatrics for over a year and is a former pediatric MD from Mexico**
 - **Reina Abeyta FNP practicing in family medicine for over 10 years**

CCR Section 1484(d): Curriculum

- **Section 1484(d)(1): The program shall include all theoretical and clinical instruction necessary to enable the graduate to provide primary health care for persons for whom he/she will provide care.**
Finding: Multiple curriculum deficiencies identified related to structure, content and technological support for clinical instruction.

Action: A handbook for clinical instructor/preceptors has been developed. The handbook provides explicit instructions for structure, content and technological support for clinicals. This allows the student, the instructor and



the preceptor to better understand what is required from each party and guide them throughout the process.

- **Section 1484(d)(4): Curriculum, course content, and plans for clinical experience shall be developed through collaboration of the total faculty**
Finding: Individual course faculty revise their syllabi and then the program director reviews all course syllabi.

Action:

Blanca Cardenas:

- Is discussing and revising every syllabus with each faculty member on a one on one basis.
 - Having faculty meeting being held every third Friday of each month.
 - Will then forward the revised syllabus to Linda Hill, who is the executive assistance/MSO at UC Irvine in the nursing department, and has agreed to review it and give us feedback and guidance.
 - The syllabi will also be reviewed by Dr. Goodyear who is will be the university curriculum consultant for the FNP program.
- **Section 1484(d)(8)(A),(B): The course of instruction shall be calculated according to the following formula:**
Finding: FNP student contact hours for credit units do not comply with the BRN formulas. Skills lab content is taught in theory courses

Action:

- The delivery format is being revised for each course that requires skills lab hours.
 - We will have a separate course designated for the skills lab, this will separate time from didactics and skills lab.



- **le: FNP 553 – Advance Health & Physical Assessment; we will now also have FNP 533L – for Advance Health & Physical Assessment skills labs. There will be a total of 10 skill lab hours per course.**
- **This new curriculum is expected to be delivered by the next time this class is offered, which is in September 2013**
- **Section 1484(d)(9): Supervised clinical practice shall consist of two phases**
Finding: No systematic plan is in place for teaching and supervising practice of diagnostic and treatment procedures prior to clinical application.

Action:

The following plan has been implemented:

- **The instructor will meet with the student and the preceptor at least twice per semester at the clinical site to review objectives, goals, expectations, improvements, strengths and weaknesses, etc...**
- **The student will bring a copy of the course objectives to the preceptor. These objectives are to be posted at the clinical site where the student and the preceptor can refer back to as needed.**
- **There will be an hour per week when the student will meet with the instructor in the skills labs in preparation for clinicals. This will allow time for question/answers, practice, and review any skills the student needs assistance with to enhance learning.**
- **CCR Section 1484(d)(12)(P): The curriculum shall include, but is not limited to: Legal implications of advanced practice.**
Finding: Instruction in standardized procedure and furnishing number content occurs only in the last program theory course.



Action:

- All courses, including advanced pharmacology, are being revised, the course will now address ethical and legal issues, as well as review of the new California furnishing license bill.
- The information will be taught from the beginning course, FNP 511, and will be included in all courses of the program.
- Classes have been revised to implement standardize procedures from the first class and will be re-enforced throughout the program.
- The student will not only be exposed to standardized procedures, but will be know how to create their own professional standardized procedure by the end of the program.

Recommendations:

CCR Section 1484 (a)(2): Philosophy

Expand the description of the FNP role and the meaning of primary health care in the program philosophy.

Action: United States University has secured a contract with Dr. Rosemary Goodyear, who will sever as content expert, she will review the entire MSN/FNP curriculum. Dr. Goodyear is a FNP with extensive experience in curriculum development.

CCR Section 1484 (b)(6): Administration

Systematically collect, analyze and apply data for the total FNP program evaluation.

Action:

- Data will be discussed at regular faculty meetings and faculty will develop solutions for identified areas of concern.



- **USU in conjunction with the informatics technology department of learning schools is working on an online evaluation tool.**
- **Student, faculty and preceptor evaluations through the schools New Generation Learning (NGL) program will be available.**
- **We are currently doing these evaluations in pencil and paper. We expect to have this tool up and ready by Summer II (July semester)**
- **The evaluation tool will be placed in the university's internal computer program, NGL will be available for students, faculty and will be given to preceptors.**

CCR Section 1484(c)(2): Director

Provide the program director with assistance from an experienced MSN/NP educator familiar with BRN regulations for program development.

Action:

- **Linda Hill, an FNP, who is the Executive Assistance/MSO at UC Irvine's Nursing Department has agreed to be a mentor for Blanca Cardenas, Dean of MSN/FNP Graduate Nursing Department**
- **Dr. Goodyear, also an FNP, will be working with Blanca Cardenas revising the entire curriculum as needed**

CCR Section 1484(d)(11): Arranging clinical instruction

Consider assigning a clinical placement coordinator to manage student clinical placements

Action: Dr. Maria Ramira who is our new full time assistant professor, in conjunction with Blanca Cardenas, dean of FNP program and Patricia Paden who is a full time faculty administrative assistance, will be working on coordinating clinical placements for the FNP students. This coordination will take effect on May 11th 2013.

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 7.4

DATE: May 8, 2013

ACTION REQUESTED: United States University (USU) Entry Level Master's (ELM) Degree Nursing Program Progress Report

REQUESTED BY: Leslie A. Moody, Nursing Education Consultant

BACKGROUND: Pilar De La Cruz Reyes, MSN, RN, Dean, School of Nursing is the USU ELM program director.

USU has submitted a required progress report to address NCLEX- RN outcomes for the final program cohort which completed preclicensure coursework in fall 2012. NCLEX performance was the last remaining unresolved area of program noncompliance from the 11/30-12/1/2011 continuing approval visit findings. The BRN licensing examination pass rate standard requires nursing programs to maintain a minimum pass rate of seventy-five percent for first time licensing examination candidates (CCR 1431). Annual preclicensure nursing program NCLEX-RN outcomes for the USU ELM program to date per official BRN reports are:

United States University	JUL-SEP		OCT-DEC		JAN-MAR		APR-JUN		ANNUAL RATE		
	TAKEN	PASSED	TAKEN	PASSED	TAKEN	PASSED	TAKEN	PASSED	TAKEN	PASSED	PERCENT
2009-2010	0	0	0	0	7	5	1	0	8	5	62.5%
2010-2011	1	0	1	1	2	1	24	18	28	20	71.43%
2011-2012	2	1	25	19	7	2	24	18	58	40	68.97%
2012-2013	18	9	36	25	-	-	-	-	54	34	62.96%

BRN data for the JAN-MAR third quarter, which will include results for many of the USU Cohort 7 students, will not be available until late April. Data for the Cohort 7 students, collected by the program director based on student report and BRN website online licensing information, reflects that as of April 4, 2013, eight students have passed NCLEX, four have failed and six have not yet taken the exam.

The program has previously reported many measures implemented to improve NCLEX outcomes which have included faculty development, expanded use of simulation, use of NCLEX exam style for course exam questions and incentives to encourage students to take NCLEX within 90 days of preclicensure course completion. Additional measures to be implemented for the new cohort (admission May 2013) include selection of a new vendor for course content support and NCLEX prep materials, regular content review sessions beginning early in the program and increased student tutoring services.

In response to the identified need for expert review and strengthening of the curriculum, the program has retained Dr. Colette York, a curriculum consultant, to conduct an in-depth review of the entire ELM program curriculum. She will provide recommendations for revision as well as guide the faculty in their curriculum review activities. It is anticipated that Dr. York's review and recommendations will be completed by mid-June 2013, and the program will subsequently submit recommended revisions for BRN review and approval.

The program additionally provided information regarding faculty and clinical placement resources for

delivery of the program to a new cohort of twenty students planned for admission in May 2013 as approved by the Board at the February 2013 meeting. This information has been reviewed and found to reflect adequate resources in compliance with BRN regulations.

NEXT STEPS:

Place on Board agenda.

FISCAL IMPACT, IF ANY:

None

PERSON(S) TO CONTACT:

Leslie A. Moody, RN, MSN, MAEd
Nursing Education Consultant
(760) 369-3170



TO: Board of Registered Nursing
Education Committee of the Board of Registered Nursing

FR: Pilar De La Cruz Reyes, MSN, RN
Dean, School of Nursing

RE: United States University Entry Level Master's Degree Nursing Program – Progress Report
Cohort 7 - NCLEX results
Cohort 8 – Adequacy of Resources

Cohort 7 - NCLEX results:

Below is the status of the NCLEX results for Cohort 7 as of 4/4/13:

# of Students	Passed NCLEX	# Not yet taken NCLEX	# Who Failed	Passed on 2 nd try
18	8	6	4*	1*

Actions Taken to Improve NCLEX Pass Rate:

1. Expert Curriculum Review/Revision: United States University has established a contract with Dr. Colette York to serve as the curriculum expert for the ELM nursing program. Dr. York has extensive knowledge and expertise in curriculum development. She will review the entire ELM curriculum, and provide guidance and recommendations for any changes/improvements/modifications. Her work will be completed by the middle of June, 2013. The first meeting with Dr. York took place on Wednesday, April 3rd and she has begun the work of intensively reviewing the curriculum.
2. Based on student and faculty input, the program will change from the ATI to Kaplan materials for course content support and NCLEX preparation beginning with Cohort 8. Initial faculty training on the Kaplan product was completed on 4/4/13 to help the faculty understand how to use the product, provide guidance for the students, develop test questions based on the program content, help students learn how to think thru a question, etc. The Kaplan program will be integrated into the entire ELM curriculum. Students will participate in a 4 day Kaplan review upon completion of the pre-licensure portion of the program.
3. Three part-time student tutors will be retained by the University to help students in need, offer suggestions on how to study, formation of study groups and how to find support.

4. Monthly NCLEX review sessions will be held beginning with the 5th month of the program to help students who are having difficulty understanding the material.
5. Computerized test taking will be implemented for all course mid-term and final exams to increase student comfort and confidence in the computerized testing model.

Cohort 8 – Adequacy of Resources for New Cohort:

United States University (USU) is grateful to be able to admit a new cohort (Cohort8) into the Entry Level Master's Program. Students have been interviewed and the selection process is taking place. The admission date for this new cohort of 20 students is Monday, May 6, 2013.

Clinical Placements

Working through the San Diego Nursing Education Consortium, we have requested placement for 20 students at the various clinical facilities for all the clinical rotations. . The deadline for the clinical agencies to submit their approval is May 17, 2013. The Consortium's clinical placement calendar runs from July 1, 2013 – June 30, 2014. We have submitted those requests and are anticipating approval of our requests by May 17, 2013. We will need to submit the clinical requests for Cohort 8 for the months of July – November, 2014 in February, 2014 when the Consortium allows schools to submit placement requests.

Letters of commitment for clinical placement have been obtained from five clinical agencies where USU plans to place nursing students for clinical rotations. The letters are from Paradise Valley Hospital, Patton State Hospital, Sharp Chula Vista Medical Center, Sharp Mesa Vista, and Naval Medical Center, Balboa, and collectively provide adequate clinical placements to fulfill clinical learning objectives in all five content areas for the cohort of 20 students.

Faculty

United States University currently has the following BRN approved faculty:

1 Assistant Dean

2 full-time faculty members

18 adjunct faculty

The University is recruiting for an additional full-time faculty member, preferably for Med/Surg/Geri.

The profile of faculty is as follows:

Content Area	M/S/Geri	OB	Children	Psych
Names	Lisa De La Cruz Chun Chow Bernadette Keller Bernadette Oca Michael Raguine	Gabi Aliyev Anna Ditona Dana Fang Arlene Gibson Emeline Yabut	Sandra Connelly Deborah Martinez Alberta Acheampong Tammy Wright	Monica Munn Nancy Earl Ernestina Martin Jennifer Knisely Remy Munda Erlinda Ortin

**BOARD OF REGISTERED NURSING
EDUCATION/LICENSING COMMITTEE
Agenda Item Summary**

AGENDA ITEM: 7.5.1

DATE: May 8, 2013

ACTION REQUESTED: Major Curriculum Revision for American University of Health Sciences (AUHS) Baccalaureate Degree Nursing Program

REQUESTED BY: Miyo Minato, MN, RN
Supervising Nursing Education Consultant

BACKGROUND: Dr. Anita Bralock, PhD, RN, CNM, is Dean of SON and has been in this position since July 31, 2011.

The program submitted a major curriculum revision proposal to be implemented Fall 2013. The curriculum revision is being made to strengthen their medical-surgical (MS) nursing content. The proposed change increases MS theory and clinical courses from two to three quarters, increasing clinical units in the current MS by one unit from four to five units, and adding a new, third Advanced MS course (10 units: theory 5 units; clinical units 5 units). The total MS content have been reviewed, redistributed, and re-sequenced in the three courses, increasing in complexity.

Additionally, this change offers a MS course in the 11th quarter providing students with the needed clinical direct care experience allowing students to practice the entry level RN roles in a preceptorship just prior to completion of the program. By adding this third Medical-Surgical course, the program believes that the students will be better prepared for the new RN-NCLEX and to practice in the rigorous work environment. This change augments clinical hours from 240 hours to 450 hours during the three courses. The addition of hours increases the amount of direct patient care that the students give in an acute care setting. The added units to the prelicensure content were shifted from the Case Management course, a degree requirement. The content for case management is given broad attention through its threading across a wider array of courses.

The details of curriculum changes are outlined in the attach documents: Major Curriculum Revision Proposal (Attachment 1); Academic Program of Study (Attachment 2); and Med-Surg Content Alignment (Attachment 3).

The BRN Forms, EDP-P-06 and EDP-P-05 (Attachments 4 and 5), meet BRN requirements.

Units are Quarter Units. There are no changes to Communication and Science Units.

Nursing Units increased from Total Units from 77 to 89 units: Theory Units increased from 45 to 50 units; Clinical Units increased from 32 to 39 units.

The Program's Content Required for licensure is 144 units, an increase of 12 units. Their degree requirements were decreased by 12 units, 57 to 45 units.

NEXT STEPS: Place on the Board agenda.

FISCAL IMPLICATIONS, IF ANY: None.

PERSON(S) TO Miyo Minato, NEC

CONTACT: Miyo.Minato@dca.ca.gov
323-890-9950



March 22, 2013

Miyo Minato
Nursing Education Consultant
Board of Registered Nursing
PO Box 944210
Sacramento, CA 94244-2100

Dear Ms. Minato:

We are requesting a major curriculum revision for our upcoming fall quarter 2013. Please see below for our Major Curriculum Revision proposal.

American University of Health Sciences
School of Nursing
Major Curriculum Revision

1) Indicate whether the curriculum revision is a major or minor one.

We are requesting a major curriculum revision for our upcoming fall quarter 2013.

2) Describe the proposed change.

We are requesting to add a third medical surgical course entitled N470/N470L Advanced Adult Nursing Health Care/Advanced Adult Nursing Health Care Clinical Studies to our current curriculum during our Quarter 11, 3rd year. We believe that it is a major curriculum revision because this will allow us to spread the amount of medical surgical content over three courses instead of the current two. This sequence places the students in an acute care setting at the end of the program thereby increasing their medical surgical knowledge as they prepare to take the

licensure exam. All total, the students will have three medical surgical courses through the course of the program. The clinical components of the three courses will increase to 5 units each or 150 hours of clinical in an acute care setting during a 10 week quarter. The student will be evaluated by the clinical instructor on the achievement of assigned skills and competencies. Additionally, N440/N440L Nursing Case Management for Vulnerable Populations will be threaded through the curriculum and deleted from quarter 11. Specifically, Nursing Case Management for Vulnerable Populations objectives will be threaded into N250 Introduction to Nursing Health Care, N340 Legal and Ethical Aspects of Health Care, N400 Community Health Science, N410 Community Health Nursing Care, N430 Basic Leadership and Management in Nursing and N470 Advanced Adult Nursing Health Care.

Finally N450/N450L Advanced Leadership & Management in Nursing will be deleted. But the course concepts will be threaded into the N430 Basic Leadership & Management course.

3) State the reason for the change

By adding this third Medical-Surgical course, we believe that our students will be better prepared for the new RN-NCLEX and to practice in the rigorous work environment. This change augments clinical hours from 240 hours to 450 hours during the three courses. The addition of hours increases the amount of direct patient care that the students give in an acute care setting.

Case Management is given broad attention through its threading across a wider array of courses. Additionally, by threading Case Management throughout the program, we assure that the present complement of course hours does not exceed the current 189 hours we originally proposed and moreover that our students are exposed to these concepts continuously and more importantly more rigorously.

Advanced Leadership proposed an undue burden on clinical facilities to provide directors and managers as preceptors and it was our Advisory Board members who proposed that this much leadership might be streamlined to encompass more much needed course work.

4) Describe how the change will improve the education of students in relation to CCR Section 1426.

These changes will improve the education and knowledge base of our students by preparing them to transition into the role of the professional RN and prepare to take the RN-NCLEX. We feel that preparation for the NCLEX will be enhanced by the students being more exposed to medical-surgical concepts, threading of case management concepts, and finally streamlining of the leadership in such a way that it is practical and conducive to modern day health care.

N470 Advanced Adult Nursing Health Care; the didactic portion of the course is a 5 theory unit offering. This course offers advanced level theory and evidenced-based nursing practices as they relate to complex illnesses and populations. Course instruction will include foundational sciences, knowledge, skills and therapeutic nursing interventions. Utilization of critical thinking and review of pharmacological principles and pathophysiological states will be emphasized.

N470L Advanced Adult Nursing Health Care Clinical Studies; the clinical portion of the course is a 5 clinical unit offering which consists of 150 hours in the acute care setting. This course will provide opportunities to apply theoretical concepts from Nursing 470 in acute care clinical settings. The student will apply advanced level theory and evidenced-based nursing care practices as they relate to complex sets of illnesses in individuals and among populations. Knowledge and skills such as assessment skill, formulation of nursing diagnoses, care planning; implementation of care and evaluation will be combined with enhanced pharmacological experiences and exposure to pathology.

If applicable, describe how the proposed change will affect clinical facilities utilized.

This clinical course can be completed at the facilities which we currently use. Most of the acute care facilities such as Kaiser South Bay, Torrance Memorial, Garden Grove Hospital, La Palma Intercommunity Hospital, Saddleback Hospital, Los Alamitos Medical Center and Centinela Freeman Regional Medical Center provide the qualified clinical setting to meet the requirements for N470L Advanced Adult Nursing Health Care Clinical Studies and the two lower level courses previously approved N330L Intermediate Nursing Health Care Clinical Studies and N380L Critical Care Nursing Clinical Studies. The above listed hospitals currently provide us with units for regular clinical rotations and we are assured that they will offer clinical space for our third medical-surgical offering.

Thank you,



Dr. Anita Bralock
Dean, School of Nursing
American University of Health Sciences
1600 E. Hill St. Signal Hill CA 90755
Phone: (562) 988-2278
Email: abralock@auhs.edu

AUHS SCHOOL OF NURSING ACADEMIC PROGRAM OF STUDY

Blue: Deleted Courses/Units

Red: Added Courses/Units

Purple: Integrated Content

QUARTER	COURSES	CR	INTEGRATION OF CONTENT
QUARTERS 1-5 NO CHANGES			
QUARTER 6	Nursing 330L: Intermediate Nursing Health Care Clinical Studies	4	
	Nursing 330L: Intermediate Nursing Health Care Clinical Studies	5	
QUARTER 7 NO CHANGES			
QUARTER 8	Nursing 380L: Critical Care Nursing Clinical Studies	4	
	Nursing 380L: Critical Care Nursing Clinical Studies	5	
QUARTER 9 NO CHANGES			
QUARTER 10	Nursing 430: Basic Leadership & Management in Nursing	3	
	N430L: Basic Leadership & Management in Nursing Clinical Studies	3	
QUARTER 11	N440 Nursing Case Management for Vulnerable Populations	3	N440/N440L Nursing Case Management for Vulnerable Populations content integrated into N250, N340, N400, N410, N430 and N470
	N440L Nursing Case Management for Vulnerable Populations Clinical Studies	3	
	Nursing 470: Advanced Adult Nursing Health Care	5	
	Nursing 470 L: Advance Adult Nursing Health Care Clinical Studies	5	
QUARTER 12	N450 Advanced Leadership/Management Nursing Care Delivery	3	N450 Advanced Leadership/Management content integrated into N430 Basic Leadership & Management in Nursing
	N450L Advanced Leadership/Management Nursing Care Delivery Clinical Studies	3	

MEDICAL SURGICAL CONTENT ALIGNMENT

N330 Intermediate Nursing Health Care	Revised N330 Intermediate Nursing Health Course	N380 Critical Care Nursing	Revised N380 Critical Care Nursing	N470 Advanced Adult Nursing Health Care
Current Content		Current Content		Content Moved from N380 Critical Care
Medical Surgical Foundations	<u>Content from N380</u> Oncology Perioperative Neurological Infectious Disease	Critical Care Foundations	<u>Content from N330</u> Hematology Digestive/GI Metabolic GU/Renal	<u>Content from N380</u> Shock Multisystem Failure Respiratory Cardiac Integumentary Neurological Emergency Nursing Disaster Nursing
Fluids & Electrolytes Acid Base		Shock		
Respiratory	<u>Content Moved to N380</u> Hematology Digestive/GI Metabolic GU/Renal	Multisystem Failure	<u>Content Moved to N330</u> Perioperative Neurological Infectious Disease	
Cardiac		Oncology		
Hematology		Perioperative	<u>Content Moved to N470</u> Shock Multisystem Failure Respiratory Cardiac Integumentary Neurological Emergency & Disaster Nursing	<u>Brand New Content</u> Case Management Medication Safety Pharmacology
Digestive/GI	<u>Brand New Content</u> Pain End of Life Medication Safety	Respiratory		
Metabolic		Cardiac		
Endocrine		Endocrine		
GU/Renal	<u>Unchanged</u> Fluids & Electrolyte Acid Base Respiratory Cardiac Endocrine Immunology Sensorineural Musculoskeletal	Reproductive	<u>Brand New Content</u> Medication Safety	
Immunology		Immunology Integumentary Neurological Infectious Disease Emergency Nursing Disaster Nursing	<u>Unchanged</u> Oncology Endocrine Reproductive	
Sensorineural				
Musculoskeletal				

**REQUIRED CURRICULUM:
CONTENT REQUIRED FOR LICENSURE**

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Submit in DUPLICATE.

Program Name: Bachelor of Science in Nursing	For Board Use Only Approved by: _____, NEC Date: _____ <input type="checkbox"/> BRN Copy <input type="checkbox"/> Program Copy
Type of Program: <input type="checkbox"/> Entry Level Master <input checked="" type="checkbox"/> Baccalaureate <input type="checkbox"/> Associate	
Requesting new Curriculum Approval: <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor Date of Implementation: Fall 2013	
Academic System: <input type="checkbox"/> Semester _____ weeks/semester <input checked="" type="checkbox"/> Quarter _____ 10 weeks/quarter	

REQUIRED FOR LICENSURE AS STATED IN CCR SECTION 1426

	Semester Units	Quarter Units	Current BRN-Approved Curriculum	Proposed Curriculum Revision *Place asterisk next to proposed change
Nursing	36	54	77	*89
Theory	(18)	(27)	45	*50
Clinical	(18)	(27)	32	*39
Communication Units	6	9	15	15
Science Units	16	24	40	40
TOTAL UNITS FOR LICENSURE	58	87	132	*144
Other Degree Requirements			57	*45
TOTAL UNITS FOR GRADUATION			189	189

List the course number(s) and titles(s) in which content may be found for the following required content areas:

REQUIRED CONTENT	Course Number	Course Titles
Alcohol & chemical Dependency	N 370/N 370L	Psychiatric/Mental Health Care Theory and Clinical
Personal Hygiene	N 250/N 250L, N300/N300L, N350/N350L, N360/N360L	Introduction to Health Care Theory and Clinical Studies Older Adult Nursing Health Care Theory and Clinical Studies Child Health Nursing Care Theory and Clinical Studies Women's Health Nursing Care Theory and Clinical Studies
Human Sexuality	N310; N320 N300/N300L, N350/N350L, N360/N360L	Human Life Cycle; Psychosocial Aspects of Health Care Older Adult Nursing Health Care Theory and Clinical Studies Child Health Nursing Care Theory and Clinical Studies Women's Health Nursing Care Theory and Clinical Studies
Client Abuse	N300 N340 N 350/N350L N360/N360L	Older Adult Nursing Health Care Theory and Clinical Studies Legal and Ethical Aspects of Health Care Child Health Nursing Care Theory and Clinical Studies Women's Health Nursing Care Theory and Clinical Studies


Cultural Diversity	N260;N300 N320 N350 N360 Anthropology 250	Health Care Communications;Older Adult Nursing Health Care Theory Psychosocial Aspects of Health Care Child Health Nursing Care Theory and Clinical Studies Women's Health Nursing Care Theory and Clinical Studies Cultural Anthropology
Nutrition	Nutrition 230 Integrated	Nutrition
Pharmacology	Pharmacology 210 Integrated	Clinical Pharmacology
Legal Aspects	N250;N340	Introduction to Nursing Health Care; Legal and Ethical Aspects of Health Care
Social/Ethical Aspects	N250; N340	Introduction to Nursing Health Care; Legal and Ethical Aspects of Health Care
Management/Leadership	N 430/N430L	Basic Leadership/Management Theory and Clinical

Information needed to evaluate transcripts of applicants for licensure (Section 1426, Chapter 14, Title 16 of the California Code of Regulations) is listed in the left column below. Indicate the name(s) and the number(s) of the course(s) which include this content.

REQUIRED CONTENT		Course Number	Course Title	Units
NURSING				
Medical-Surgical		N220/N220L N250/N250L N330/N330L N380/N380L N430/N430L N470/N470L	Physical Assessment Theory (4) and Lab (2) Introduction to Health Care Theory (4) and Clinical Studies (4) Intermediate Nursing Health Care Theory (4) and Clinical Studies (5) Critical Care Nursing Theory (4) and Clinical Studies (5) Basic Leadership & Management in Nursing Theory (3) and Clinical Studies (3) Advanced Adult Nursing Health Care (5) and Clinical Studies (5)	48 (24; 24)
Obstetrical		N360/N360L	Women's Health Nursing Care Theory and Clinical Studies	8 (4; 4)
Pediatric		N350/N350L	Child Health Nursing Care Theory and Clinical Studies	8 (4; 4)
Psych/Mental Health		N370/N370L	Psychiatric/ Mental Health Nursing Care Theory and Clinical Studies	8 (4; 4)
Geriatrics		N300/N300L	Older Adult Nursing Health Care Theory and Clinical Studies	6 (3; 3)
Others		N310; N320 N340; N460	Human Life Cycle; Psychosocial Aspects of Health Care; Legal and Ethical Aspects of Health Care; Transition to Professional Practice	11 (11; 0)
Total Nursing				89 (50; 39)
BASIC SCIENCES				
Anatomy/ Physiology		Biology 200 A&B	Human Anatomy and Human Physiology w/ lab (4 units each)	8
Microbiology		Microbiology 201	Microbiology	4
Societal/Cultural Pattern		Sociology 100; Anthropology 250	Introduction to Sociology (4) Cultural Anthropology (4)	8
Psychology		Psychology 101	Psychology	4
Chemistry	Chemistry 151 A&B		General, Organic, Bio-chemistry w/lab (3 units each)	6
Others		Biology 230; Pharm 210 Nutrition 230	Pathophysiology (4) Clinical Pharmacology (3) Nutrition (3)	10
Total Sciences				40
COMMUNICATION				
Group	Communications 150		Oral Communications and Public Speech	4
Verbal		N260	Health Care Communications	3
Written		English 101;207	English Composition	8
Total Communication				15
* TOTAL UNITS				144

* The "TOTAL UNITS" should match "TOTAL UNITS FOR LICENSURE" on page 1.

LVN 30 UNIT OPTION

REQUIRED CONTENT	Course Number	Course Title	Units
NURSING			
Advanced Medical-Surgical	N310 N380/N380L	Human Life Cycle (3) Critical Care Nursing Theory (4) and Clinical Studies (4)	11
Psych/Mental Health	N370/N370L	Psychiatric/ Mental Health Nursing Care Theory (4) and Clinical Studies (4)	8
Geriatrics	N300/N300L	Older Adult Nursing Health Care Theory (3) and Clinical Studies (3)	6
Management/Leadership	N430/N430L N460	Basic Leadership & Management in Nursing Theory (3) and Clinical Studies (3) Transition to Professional Practice (2)	8
Total Nursing			33
BASIC SCIENCES			
Physiology	Biology 200 A&B	Human Anatomy and Human Physiology w/ lab (4 units each)	8
Microbiology	Microbiology 201	Microbiology	4
TOTAL UNITS			45
Signature Program Director/Designee:		Date:	
		03/22/2013	

TOTAL CURRICULUM PLANExecutive Officer
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Name of Program: American University of Health Sciences							Date Submitted: 03/22/2013							
Type of Program: <input type="checkbox"/> Entry Level Master's <input checked="" type="checkbox"/> Baccalaureate <input type="checkbox"/> Associate Degree							For BRN Office Use Only <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved By: _____ Date: _____							
List name and number of all courses of the program in sequence, beginning with the first academic term. Include general education courses.														
Check appropriate year: <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4		Check: <input type="checkbox"/> Semester <input checked="" type="checkbox"/> Quarter		Total Units	Theory Units Hr/Wk		Lab Units Hr/Wk		Total Hrs Theory Lab					
Quarter/Semester														
Q1		M	S	O	C	P	G							
Chemistry 151A		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	2	2	1	2	20	20
Biology 200A (Anatomy)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4	3	3	1	2	30	20
Math 110		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4	4	4	0	0	40	0
English 101		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4	4	4	0	0	40	0
Total							15	13	13	2	6	130	40	
Quarter/Semester												Total Hrs		
Q2		M	S	O	C	P	G							
Chemistry 151B		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	2	2	1	2	20	20
Biology 200 B (Physiology)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4	3	3	1	2	30	20
Microbiology 201		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4	3	3	1	3	30	20
Philosophy 160		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4	4	4	0	0	40	0
Sociology 100		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4	4	4	0	0	40	0
Total							19	16	16	3	9	160	60	
Quarter/Semester												Total Hrs		
Q3		M	S	O	C	P	G							
Bio 230 Pathophysiology		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4	4	4	0	0	40	0
Pharmacology 210		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	3	3	0	0	30	0
N220 Physical Assessment		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4	4	4	0	0	40	0
N220L Physical Assessment Lab		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2	0	0	2	6	0	60
Nutrition 230		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	3	3	0	0	30	0
Total							16	14	14	2	6	140	60	

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Type of Program: <input type="checkbox"/> Entry Level Master's <input checked="" type="checkbox"/> Baccalaureate <input type="checkbox"/> Associate Degree						For BRN Office Use Only <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved By: _____ Date: _____				
List name and number of all courses of the program in sequence, beginning with the first academic term. Include general education courses.										
Check appropriate year: <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4		Check: <input type="checkbox"/> Semester <input checked="" type="checkbox"/> Quarter		Total Units	Theory Units Hr/Wk		Lab Units Hr/Wk		Total Hrs Theory Lab	
Quarter/Semester										
Q4		M S O C P G								
N250 Introduction to Health Care		<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		4	4 4		0 0		40 0	
N250L Introduction to Health Care Lab		<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		4	0 0		4 12		0 120	
N260 Health Care Communication		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		3	3 3		0 0		30 0	
Psychology 100		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		4	4 4		0 0		40 0	
Total				15	11 11		4 12		110 120	

Check appropriate year: <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4		Check: <input type="checkbox"/> Semester <input checked="" type="checkbox"/> Quarter		Total Units	Theory Units Hr/Wk		Lab Units Hr/Wk		Total Hrs Theory Lab	
Quarter/Semester										
Q5		M S O C P G								
N300 Older Adult Health Nursing Care		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>		3	3 3		0 0		30 0	
N300L Older Adult Nursing Care Lab		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>		3	0 0		3 9		0 90	
N310 Human Life Cycle		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		3	3 3		0 0		30 0	
N320 Psychosocial Aspects of HealthCare		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		3	3 3		0 0		30 0	
Communications 150		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		4	4 4		0 0		40 0	
Total				16	13 13		3 9		130 90	

TOTAL CURRICULUM PLAN (continue...)

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Name of Program: American University of Health Sciences						Date Submitted: 03/22/2013				
Type of Program:						For BRN Office Use Only <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved By: _____ Date: _____				
<input type="checkbox"/> Entry Level Master's <input checked="" type="checkbox"/> Baccalaureate <input type="checkbox"/> Associate Degree										
List name and number of all courses of the program in sequence, beginning with the first academic term. Include general education courses.										
Check appropriate year:		Check:		Total Units	Theory		Lab		Total Hrs	
<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4		<input type="checkbox"/> Semester <input checked="" type="checkbox"/> Quarter			Units	Hr/Wk	Units	Hr/Wk	Theory	Lab
Quarter/Semester										
Q6										
M S O C P G										
N330 Intermediate Nursing Health Care				4	4	4	0	0	40	0
N330L Intermediate Nursing Health Care Lab				5	0	0	5	15	0	150
N 340 Legal and Ethical Aspects of Health Care				3	3	3	0	0	30	0
Anthropology 250: Cultural Anthropology				4	4	4	0	0	40	0
Total				16	11	11	5	15	110	150
Quarter/Semester									Total Hrs	
Q7										
M S O C P G										
N350 Child Health Nursing Care				4	4	4	0	0	40	0
N350L Child Health Nursing Care Lab				4	0	0	4	12	0	120
N360 Woman's Health Nursing Care				4	4	4	0	0	40	0
N360L Woman's Health Nursing Care Lab				4	0	0	4	12	0	120
Art 200 Medical Illustration I				3	3	3	0	0	30	0
Total				19	11	11	8	24	110	240

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Name of Program: American University of Health Sciences						Date Submitted: 03/22/2013							
Type of Program: <input type="checkbox"/> Entry Level Master's <input checked="" type="checkbox"/> Baccalaureate <input type="checkbox"/> Associate Degree						For BRN Office Use Only <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved By: _____ Date: _____							
List name and number of all courses of the program in sequence, beginning with the first academic term. Include general education courses.													
Check appropriate year:		Check:		Total Units	Theory		Lab		Total Hrs				
<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4		<input type="checkbox"/> Semester <input checked="" type="checkbox"/> Quarter			Units	Hr/Wk	Units	Hr/Wk	Theory	Lab			
Quarter/Semester								Total Hrs					
Q8	M	S	O	C	P	G							
N370 Psychiatric/ Mental Health Nursing Care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	4	4	4	0	0	40	0
N370L Psychiatric/ Mental Health Nursing Care Lab	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	4	0	0	4	12	0	120
N380 Critical Care Nursing	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4	4	4	0	0	40	0
N380L Critical Care Nursing Lab	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5	0	0	5	15	0	150
Art 300 Medical Illustration II	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	3	3	0	0	30	0
Total							20	11	11	9	27	110	270

Check appropriate year:		Check:		Total Units	Theory		Lab		Total Hrs				
<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4		<input type="checkbox"/> Semester <input checked="" type="checkbox"/> Quarter			Units	Hr/Wk	Units	Hr/Wk	Theory	Lab			
Quarter/Semester													
Q9	M	S	O	C	P	G							
N400 Community Health Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	3	3	0	0	30	0
N 410 Community Health Nursing Care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4	4	4	0	0	40	0
N 410L Community Health Nursing Care Lab	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4	0	0	4	12	0	120
Statistics 415	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4	4	4	0	0	40	0
Total							15	11	11	4	12	110	120

TOTAL CURRICULUM PLAN (continue...)Executive Officer
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Name of Program: American University of Health Sciences						Date Submitted: 03/22/2013								
Type of Program: <input type="checkbox"/> Entry Level Master's <input checked="" type="checkbox"/> Baccalaureate <input type="checkbox"/> Associate Degree						For BRN Office Use Only <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved By: _____ Date: _____								
List name and number of all courses of the program in sequence, beginning with the first academic term. Include general education courses.														
Check appropriate year: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4		Check: <input type="checkbox"/> Semester <input checked="" type="checkbox"/> Quarter		Total Units		Theory Units Hr/Wk		Lab Units Hr/Wk		Total Hrs Theory Lab				
Quarter/Semester														
Q10		M	S	O	C	P	G							
N420 Nursing Research		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4	4	4	0	0	40	0
N430 Basic Leadership & Management in Nursing		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	3	3	0	0	30	0
N430L Basic Leadership & Management in Nursing Lab		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	0	0	3	9	0	90
Political Science 101		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4	4	4	0	0	40	0
Total								14	11	11	3	9	110	90
Quarter/Semester												Total Hrs		
Q11		M	S	O	C	P	G							
N470 Advanced Adult Nursing Health Care		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5	5	5	0	0	50	0
Nursing 470L Advanced Adult Nursing Health Care Clinical Studies		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5	0	0	5	15	0	150
English 207 Creative Writing		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4	4	4	0	0	40	0
American History 101		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4	4	4	0	0	40	0
Total								18	13	13	5	15	130	150

TOTAL CURRICULUM PLAN (continue...)Executive Officer
(916) 322-3350**Submit in duplicate**

Name of Program: American University of Health Sciences						Date Submitted: 03/22/2013				
Type of Program: <input type="checkbox"/> Entry Level Master's <input checked="" type="checkbox"/> Baccalaureate <input type="checkbox"/> Associate Degree						For BRN Office Use Only <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved By: _____ Date: _____				
List name and number of all courses of the program in sequence, beginning with the first academic term. Include general education courses.										
Check appropriate year:		Check:		Total Units	Theory		Lab		Total Hrs	
<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4		<input type="checkbox"/> Semester <input checked="" type="checkbox"/> Quarter			Units	Hr/Wk	Units	Hr/Wk	Theory	Lab
Quarter/Semester										
Q12		M	S	O	C	P	G			
N460 Transition to Professional Practice		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2	2	0
Philosophy 304 Ethics		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4	4	0
Total				6	6	6	0	0	6	0

BOARD OF REGISTERED NURSING

Education/Licensing Committee

Agenda Item Summary

AGENDA ITEM: 7.5.2

DATE: May 8, 2013

ACTION REQUESTED: Approve Major Curriculum Revision for California State University, Sacramento, Baccalaureate Degree Nursing Program

REQUESTED BY: Katie Daugherty, MN, RN
Nursing Education Consultant

BACKGROUND: Dr. Carolynn Goetze is Chair of the CSUS School of Nursing and has been the program director since August 2010. The generic BSN degree program has an annual enrollment of 300 plus students with annual retention rates of 97% the last several years. The January-December 2012 NCLEXRN pass rates is 98.43%. CSU Sacramento is accredited by CCNE through 2019.

The proposed major curriculum change is designed to address CSU Chancellor's Office Executive Order 1084 requiring 120 semester units for baccalaureate degree requirements. The program will continue to be sequenced as eight 16 units per term semesters with the last four of the eight terms in the nursing major. The proposed changes in the program of study will be effective Fall 2013 as outlined in the attached curriculum proposal documents:

- Total degree units will be reduced from a range of 125-133 to a range of 120-128 units. Please see the bottom of the first page of the CRL forms for details related to the unit range.
- Total CRL course units will be reduced from 83 to 76 units by reducing the total nursing units from 48 to 41 units.
- The nursing theory units will be decreased from 25 to 18 units by combining previous stand alone courses N15, 16, and 18 into a single nursing course, re-numbered and re-titled, as N113, Professional Communication, Assessment and Skills and counting newly numbered N111, Professional Nursing as other degree units instead of CRL units.
- Total nursing clinical units remain the same at 23 units.
- Former N12 will be re-numbered as N112 without any unit or title changes; The former stand alone courses, N117 Gero and N14 Pharm, will be eliminated and the content absorbed into the newly re-numbered courses N112 and N113.
- N136 and 139 courses are re-titled Nursing Laboratory for the Childbearing Family with no change in content or units.
- The other degree course requirements will change from a range of 42-50 units to 44-52 units by increasing the GE required from 26 to 27 units, combining the previous 6 units of the two former N150 Research and N169 Reasoning Development courses into a new 3 units single course, N120. Additionally, the newly re-numbered N111, Professional Nursing course, will now be counted as an "other degree course" requirement.
- For the LVN 30 unit option, the Theoretical Foundations of Leadership course will be re-numbered as N133 with no other changes.

NEXT STEPS: Place on Board Agenda
FISCAL IMPACT, IF ANY: None
PERSON TO CONTACT: Katie Daugherty, NEC
(916) 574-7685



California State University, Sacramento
 School of Nursing
 6000 J Street, Sacramento, CA 95819-6096
 P: 916.278.6525 F: 916.278.6311

Board of Registered Nursing
 P.O. Box 944210
 Sacramento, CA 94244-2100
 Attention: Katie Daugherty, MN, R.N. Nursing Education Consultant

Dear Ms Daugherty,

I am writing to request approval of major curriculum changes for California State University, Sacramento School of Nursing. The School of Nursing faculty evaluated the curriculum to ensure that all content is integrated as needed. We are proposing curriculum revisions to the traditional Bachelors of Science degree in Nursing. I am submitting the revised Total Curricula Plan (EDP-P-05) and the Content Required for Licensure (EDP-P-06). We have decreased the required units for graduation in response to the Chancellors office Executive Order 1084, requiring 120 semester units for baccalaureate degree requirements.

The following changes are being requested.

- NURS 15 Introduction to Clinical Nursing Practice (2 units), NURS 16 Physical Assessment Adult (1 unit), and NURS 18 Professional and Therapeutic Communication in Nursing (1 unit) have been deleted from the curriculum
- NURS 113 Professional Communication, Assessment and Skills (4 units) has been created by combining pertinent content from NURS 15, 16 and 18. This does not result in an increase or decrease of units.
- NURS 150 Research in Nursing (2 units) and NURS 169 Reasoning Development in Health Care (3 units) have been deleted from the curriculum.
- NURS 120 Application of Research and Critical Analysis (3 units) has been created by combining pertinent content from NURS 150 and NURS 169. This results in a decrease of two units.
- NURS 117 Concepts and Practices of Gerontological Nursing (2 units) has been deleted and content integrated into NURS 112 and NURS 113. This results in a decrease of two units.
- NURS 14 Pharmacology (2 units) is no longer required as a Corequisite. This results in a decrease of two units. This content has been integrated and is included in NURS 112, NURS 113, plus all clinical courses.

Continued page 2



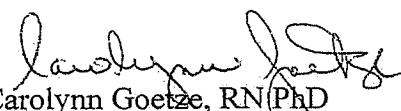
California State University, Sacramento
School of Nursing
6000 J Street, Sacramento, CA 95819-6096
P: 916.278.6525 F: 916.278.6311

Changes continued;

- NURS 11 Introduction to Professional Nursing (3 units) changed to NURS 111 Professional Nursing. No change in units, title changed. It is no longer required as content required for licensure.
- NURS 12 (5 units) changed to NURS 112. No change in title or units
- NURS 136 Nursing the Childbearing Family: Skills and Assessment (1 unit) Title changed to Nursing Laboratory for the Childbearing Family. No change in units
- NURS 139 Nursing the Childrearing Family: Assessment and Skill Acquisition (1 unit). Title changed to Nursing Laboratory for the Childrearing Family. No change in units
- NURS 113 Theoretical Foundations for Leadership & Management for the LVN 30 unit Option (2 units) change to NURS 133. No change in units or title

Faculty approval forms for School of Nursing faculty that have remediated in Gerontology will be submitted under separate submission.

Thank you for your assistance and continued support


Carolynn Goetze, RN(PhD)
Chair, School of Nursing
cgoetze@csus.edu

**REQUIRED CURRICULUM:
CONTENT REQUIRED FOR LICENSURE**

EDP-P-06 (Rev. 09/03)

Ruth Terry, MPH, RN
Executive Officer
(916) 322-3350
(626) 575-7080

Submit in DUPLICATE.

Program Name: California State University, Sacramento	For Board Use Only Approved _____ by: _____, NEC Date: _____ <input type="checkbox"/> BRN Copy <input type="checkbox"/> Program Copy
Type of Program: <input type="checkbox"/> Entry Level Master <input checked="" type="checkbox"/> Generic Baccalaureate <input type="checkbox"/> Associate	
Requesting new Curriculum Approval: <input type="checkbox"/> Major <input type="checkbox"/> Minor	
Date of Implementation: Fall 2013	
Academic System: <input checked="" type="checkbox"/> Semester 15 weeks/semester <input type="checkbox"/> Quarter _____ weeks/quarter	

REQUIRED FOR LICENSURE AS STATED IN SECTION 1426

	Semester Units	Quarter Units	Current BRN-Approved Curriculum	Proposed Curriculum Revision *Place asterisk next to proposed change
Nursing	36	54	Generic BSN 48 units	Generic BSN 41 units*
Theory	(18)	(27)	25	(18)*
Clinical	(18)	(27)	23	(23)*
Communication Units	6	9	6	6
Science Units	16	24	29	29
TOTAL UNITS FOR LICENSURE	58	87	83	76*
Other Degree Requirements BSN			42-50	44-52**
TOTAL UNITS FOR GRADUATION			125-133	120-128**

List the course number(s) and titles(s) in which content may be found for the following required content areas:

REQUIRED CONTENT	Course Number	Course Titles
Alcohol & Chemical Dependency	N129	Mental Health Nursing
Personal Hygiene	N113	Prof. Nurs, Com, Assess, & Skills
Human Sexuality	N129, N137	Mental Health Nursing; Nursing Childbearing
Client Abuse	N129, N138	Mental Health Nursing; Nursing Childrearing
Cultural Diversity	N113 + All Clinical Courses	Prof. Nurs. Com, Assess, & Skills + All Clinical Courses
Nutrition	FCS100 or 113 + All Clinical Courses	Nutrition; Nutrition and Metabolism
Pharmacology	N112, N113 + All Clinical Courses	Nursing Care of Adults; Prof Nurs, Com, Assess, & Skills + All Cl. Courses

**Note: Bio 10 and Chem 6A are prerequisite courses for CSU, Sacramento students and may not apply to transfer students. For CSU, Sacramento students that take Chem 5, Chem 6A is NOT a prerequisite. Therefore there are a total number of up to 8 variable units dependent on prerequisites.

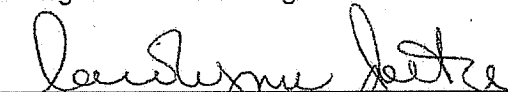
Legal Aspects	N113, N143 + All Clinical Courses	Prof Nurs, Com, Assess, & Skills; Leadership & Management + All Clinical Courses
Social/Ethical Aspects	N143 + All Clinical Courses	Leadership & Management + All Clinical Courses
Management/Leadership	N143 + N145	Leadership & Management; Clinical Leadership & Prof. Role Dev.

Information needed to evaluate transcripts of applicants for licensure (Section 1426, Chapter 14, Title 16 of the California Code of Regulations) is listed in the left column below. Indicate the name(s) and the number(s) of the course(s) which include this content.

REQUIRED CONTENT	Course Number	Course Title	Units
NURSING			
Medical-Surgical	N112, N123	Nursing Care of Adults; Nurs Family Complex Illness	5, 6
Obstetrical	N136, N137	Nurs Childbearing Family Skills, Nurs Childbearing Family	1, 5
Pediatric	N138, N139	Nurs Childrearing Family; Nurs Childrearing Family Assessment	5, 1
Psych/Mental Health	N113, N129	Mental Health Nursing	5
Geriatrics	N112, N113	Nursing Care of Adults; Prof Nursing, Com, Assess, & Skills	(5)(4)
L&M	N143, N145	Leadership and Mgmt, CI Leadership & Prof Role Dev	3, 6
Pharmacology	N112, N113 + All Clinical Courses	Nursing Care of Adults; Prof Nursing, Com, Assess, & Skills + All Clinical Courses	(5)(4)
Nursing Foundation	N113	Prof Nursing, Com, Assess, & Skills	4
BASIC SCIENCES			
Anatomy	Bio 22 or 25	Intro Human Anatomy' Human Anatomy + Physiology I	4
Physiology	Bio 26 or 131	Human Anatomy + Physiology II; Systemic Physiology	4
Microbiology	Bio 139 or 39	General Microbiology	4
Societal/Cultural Pattern	Soc 1 or Anth 2	Principals of Sociology; Intro to Cultural Anthropology	3
Psychology	Psych 1 or 5	Introductory Psychology; Intro Psy-Indiv+Soc Procs	3
Human Dev (Life Span)	CHDV 30	Human Development-Life Span	3
Organic Chemistry	Chem6B or Chem 5	Organic Chemistry	5
Nutrition	FACS110 or 113	Food Management, Nutrition & Metabolism	3
COMMUNICATION			
Group	N113	Prof Nursing, Communication, Assess, & Skills	(4)
Verbal	Coms004 or 005	Intro Public Speaking; Communications Experience	3
Written	English 1A	College Composition	3
* TOTAL UNITS			76

* The "TOTAL UNITS" should match "TOTAL UNITS FOR LICENSURE" on page 1.

LVN 30 UNIT OPTION

REQUIRED CONTENT	Course Number	Course Title	Units
NURSING			
Advanced Medical-Surgical	Nurs 123	Nursing Families in Complex Illness	6
Psych/Mental Health	Nurs 119	Mental Health Nursing for the LVN 30 unit-Option	4
Geriatrics	Nurs 123, 119	Nursing Families in Complex Illness, Mental Health Nursing for the LVN 30 unit Option	(6) (4)
Management/Leadership	Nurs 133, 137, 138	Theoretical Foundations for Leadership & Management for the LVN 30 unit Option, Nursing the Childbearing Family, Nursing the Childrearing Family	2, 5, 5,
BASIC SCIENCES			
Physiology	Bio 26 or 131 (or equivalent)	Physiology	4
Microbiology	Bio 39, 139 (or equivalent)	Microbiology	4
TOTAL UNITS			30
Signature Program Director/Designee:		Date:	
		3/5/13	

February 26, 2013

California State University, Sacramento
 Division of Nursing
 Unit Allocations for Content Required for Licensure
 And Other Degree Requirements

Nursing Theory	Units	Nursing Clinical	Units	Science	Units	Communication	Units	Other Requirements	Units
		Nurs 113	4	Psych 1 or 5	3	Nurs 113 (counted in clinical courses)	(4)	BioSci 10 *	3*
Nurs 112	3	Nurs 112	2	Bio 22 or 25	4	Coms 004 or 005	3	Chem 6A*	5
Nurs 123	3	Nurs 123	3	Bio 26 or 131	4	English 1A	3	GE	27
Nurs 129	3	Nurs 129	2	Bio 139 or 39	4			Stats	3
Nurs 137	3	Nurs 137	2	Soc 1 or Anth 2	3	Total	6	Critical Thinking Coms2 or Eng1C	3
		Nurs 136	1	CHDV 30	3			Nurs 120	3
Nurs 138	3	Nurs 138	2	Chem 6B or 5	5			Nurs 144	5
		Nurs 139	1	FACS 110 or 113	3			NURS 111	3
Nurs 143	3	Nurs 145	6						
Total	18		23		29	Total	6	Total	44-52*

* Pre-requisites for Sacramento State students

TOTAL CURRICULUM PLAN

EDP-P-05 (Rev. 09/03)

Ruth Ann Terry, MPH

Executive Officer

(916) 322-3350

(626) 575-7080

Submit in duplicate

Name of Program: California State University, Sacramento	Date Submitted: 3-6-2013
Type of Program: <input type="checkbox"/> Entry Level Master's <input checked="" type="checkbox"/> Generic Baccalaureate <input type="checkbox"/> Associate Degree	For BRN Office Use Only <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved By: _____ Date: _____

List name and number of all courses of the program in sequence, beginning with the first academic term. Include general education courses.

Check appropriate year: <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	Check: <input checked="" type="checkbox"/> Semester <input type="checkbox"/> Quarter	Total Units	Lecture		Lab		Total Hrs	
			Units	Hr/Wk	Units	Hr/Wk	Lec	Lab
Semester 1								
	M S O C P G							
Bio Sci10 *	<input type="checkbox"/>	3	2	2	1	3	30	45
Chem 6A *	<input type="checkbox"/>	5	4	4	1	3	60	45
English 1A	<input type="checkbox"/>	3	3	3	0	0	45	0
Coms 4 or Coms 5 Oral com	<input type="checkbox"/>	3	3	3	0	0	45	0
GE		2	2	2	0	0	30	0
Total		16	14	14	2	6	210	90
Semester 2								
	M S O C P G							
Chem 6B or 5 or equiv.	<input type="checkbox"/>	5	4	4	1	3	60	45
Bio 25 Or 22 Anatomy	<input type="checkbox"/>	4	3	3	1	3	45	45
Coms 2 or English1C Critical Thinking	<input type="checkbox"/>	3	3	3	0	0	45	0
GE	<input type="checkbox"/>	4	4	4	0	0	60	0
Total		16	14	14	2	6	210	90

***Note: Bio 10 and Chem 6A are prerequisite courses for CSU, Sacramento students and may not apply to transfer students. For CSU, Sacramento students that take Chem 5, Chem 6A is NOT a prerequisite. Therefore there are a total number of up to 8 variable units dependent on prerequisites.**

TOTAL CURRICULUM PLAN

EDP-P-05 (Rev. 09/03)

Ruth Ann Terry, MPH
Executive Officer
(916) 322-3350
(626) 575-7080**Submit in duplicate**

Name of Program: California State University, Sacramento						Date Submitted: 3/6/2013					
Type of Program: <input type="checkbox"/> Entry Level Master's <input checked="" type="checkbox"/> Generic Baccalaureate <input type="checkbox"/> Associate Degree						For BRN Office Use Only <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved By: _____ Date: _____					
List name and number of all courses of the program in sequence, beginning with the first academic term. Include general education courses.											
Check appropriate year: <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4		Check: <input checked="" type="checkbox"/> Semester <input type="checkbox"/> Quarter		Total Units		Lecture Units Hr/Wk		Lab Units Hr/Wk		Total Hrs Lec Lab	
Semester 3		M	S	O	C	P	G				
Bio 26 or 131 Physiology		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4	3	3	1 3 45 45
Bio 39/139 Microbiology		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4	3	3	1 3 45 45
Stat1 or Math		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	3	3	0 0 45 0
GE							5	5	5	0 0 75 0	
Total							16	14	14	2 6 210 90	
Semester 4									Total Hrs		
Psych1 or 5		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	3	3	0 0 45 0
CHDV 30 Life Span		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	3	3	0 0 45 0
FACS110 or 113 Nutrition		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	3	3	0 0 45 0
GE							7	7	7	0 0 75 0	
Total							16	16	16	0 0 210 0	

TOTAL CURRICULUM PLAN

EDP-P-05 (Rev. 09/03)

Ruth Ann Terry, MPH
Executive Officer
(916) 322-3350
(626) 575-7080**Submit in duplicate**

Name of Program: California State University, Sacramento	Date Submitted: 3/6/2013
Type of Program: <input type="checkbox"/> Entry Level Master's <input checked="" type="checkbox"/> Generic Baccalaureate <input type="checkbox"/> Associate Degree	For BRN Office Use Only <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved By: _____ Date: _____

List name and number of all courses of the program in sequence, beginning with the first academic term. Include general education courses.

Check appropriate year:	Check:	Total Units	Lecture		Lab		Total Hrs	
<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4	<input checked="" type="checkbox"/> Semester <input type="checkbox"/> Quarter		Units	Hr/Wk	Units	Hr/Wk	Lec	Lab
Semester 5								
	M S O C P G							
Nurs112 Care of Adults	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	5	3	3	2	6	45	90
Nurs113 Prof Nurs Com, Assess, Skills	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	4	0	0	4	12	0	180
Nurs111 Intro to Prof Nurs	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	3	3	3	0	0	45	0
GE		4	4	4	0	0	60	0
Total		16	10	10	6	18	150	270
Semester 6								
	M S O C P G							
Nurs123 Adv M/S	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	6	3	3	3	9	45	135
Nurs129 Mental Health	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	5	3	3	2	6	45	90
Nurs120 Research & Critical Analysis	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	3	3	3	0	0	45	0
GE		2	2	2	0	0	30	0
Total		16	11	11	5	15	165	225

TOTAL CURRICULUM PLAN

EDP-P-05 (Rev. 09/03)

Ruth Ann Terry, MPH
Executive Officer
(916) 322-3350
(626) 575-7080**Submit in duplicate**

Name of Program: California State University, Sacramento						Date Submitted: 3/6/2013				
Type of Program:						For BRN Office Use Only				
<input type="checkbox"/> Entry Level Master's <input checked="" type="checkbox"/> Generic Baccalaureate <input type="checkbox"/> Associate Degree						<input type="checkbox"/> Approved <input type="checkbox"/> Not Approved By: _____ Date: _____				
List name and number of all courses of the program in sequence, beginning with the first academic term. Include general education courses.										
Check appropriate year:		Check:		Total Units	Lecture		Lab		Total Hrs	
<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4		<input checked="" type="checkbox"/> Semester <input type="checkbox"/> Quarter			Units	Hr/Wk	Units	Hr/Wk	Lec	Lab
Semester 7										
<div style="display: flex; justify-content: space-between;"> MSOCPG </div>										
Nurs136 Childbearing Skills				1	0	0	1	3	0	45
Nurs137 Childbearing				5	3	3	2	6	45	90
Nurs138 Childrearing				5	3	3	2	6	45	90
Nurs139 Child Skills				1	0	0	1	3	0	45
Soc. 1 or Antrho 2				3	3	3	0	0	45	0
GE				1	1	1	0	0	15	0
Total				16	10	10	6	18	150	270
Semester 8										
<div style="display: flex; justify-content: space-between;"> MSOCPG </div>										
Nurs143 Leadership & Mgmt				3	3	3	0	0	45	0
Nurs144 Comm Health Nurs				5	3	3	2	6	45	90
Nurs145 CI Lead & Prof Dev				6	0	0	6	18	0	270
GE				2	2	2	0	0	30	0
Total				16	8	8	8	24	120	360

California State University, Sacramento
Course Descriptions Pre-Licensure BSN

NURS 111 Professional Nursing: Provides a conceptual base for the practice of professional nursing. The changing and expanding roles of the professional nurse in the health care delivery system are explored, with an emphasis on professional behavior, ethics, evidence-based practice and informatics. Lecture three hours. Prerequisite: Admission to nursing program or instructor permission. Graded: Graded Student. Units: 3.0

NURS 112 Nursing Care of Adults: Introduction and application of nursing concepts in meeting health needs of adults. Emphasis is placed on health promotion and disease management across the adult life span. Lecture three hours; laboratory six hours. Prerequisite: Admission to nursing program. Corequisite: NURS 111, NURS 113. Graded: Graded Student. Units: 5.0

NURS 113 Professional Nursing Communication, Skills and Assessment: Apply nursing practice concepts in assessment, skills, and professional communication in the context of laboratory scenarios and field experiences across the lifespan. Laboratory twelve hours. Prerequisite: Admission to nursing program. Corequisite: NURS 111, NURS 112. Graded: Graded Student. Units: 4.0

NURS 120 Application of Research and Critical Analysis : Evaluation and application of research to nursing practice. Emphasis is placed on utilization of evidence to improve quality and safety in healthcare and advance nursing practice. Students will develop an understanding of themselves as beginning professionals, analyze their own reasoning skill, and develop logical processes for integration of research into practice. Lecture three hours. Prerequisite: NURS 111, NURS 112, NURS 113, or instructor permission. Graded: Graded Student. Units: 3.0

NURS 123 Nursing Families in Complex Illness: Provides students with the opportunity to learn and apply nursing concepts through the care of individuals and families experiencing complex illness across the adult lifespan. The focus is on skill development and the synthesis of data from multiple sources to formulate nursing interventions. Lecture three hours; laboratory six hours. Prerequisite: NURS 111, NURS 112, NURS 113; or instructor permission. Graded: Graded Student. Units: 6.0

NURS 129 Mental Health Nursing: Provides an overview of multidimensional factors, perspectives, and approaches associated with mental health across the lifespan. Mental health concepts and interventions are applied across multiple settings. Lecture three hours; laboratory six hours. Prerequisite: NURS 111, NURS 112, NURS 113; or instructor permission. Graded: Graded Student. Units: 5.0

NURS 136 Nursing Laboratory for the Childbearing Family: Application of skills and assessment in the care of the childbearing family and women experiencing reproductive health changes across the lifespan. Prerequisite: NURS 120, NURS 123, NURS 129; or instructor permission. Corequisite: NURS 137. Graded: Credit/No Credit. Units: 1.0

NURS 137 Nursing the Childbearing Family: Application of nursing concepts in the care of the childbearing family and women experiencing reproductive health changes across the lifespan. Lecture three hours; laboratory six hours. Prerequisite: NURS 120, NURS 123, NURS 129; or instructor permission. Corequisite: NURS 136. Graded: Graded Student. Units: 5.0

NURS 138 Nursing the Child rearing Family: Introduction and application of nursing concepts in meeting health needs of the child from birth through adolescence. Emphasis is placed on health promotion and disease management within the context of the family and applied across multiple settings. Lecture three hours; laboratory six hours. Prerequisite: NURS 120, NURS 123, NURS 129; or instructor permission. Corequisite: NURS 139. Graded: Graded Student. Units: 5.0

NURS 139 Nursing Laboratory for the Childrearing Family: Acquisition of knowledge and practice using tools and techniques for assessing the child and the family in a variety of settings. Laboratory three hours. Prerequisite: NURS 120, NURS 123, NURS 129; or instructor permission. Corequisite: NURS 138. Graded: Credit / No Credit. Units: 1.0

NURS 143 Leadership and Management in Nursing Practice: Integration of leadership and management principles to promote health across the lifespan and care settings. Application of leadership and management principles in the examination of organizational structures, processes, and approaches to quality and safety concepts in health care systems and practice environments. Emphasis will be placed on career development and transition to professional practice. Lecture three hours. Prerequisite: NURS 136, NURS 137, NURS 138, NURS 139; or instructor permission. Graded: Graded Student. Units: 3.0

NURS 144 Community Health Nursing: Contemporary role of the community health nurse is presented within a public health framework emphasizing the concept of community as client. Presents nursing interventions related to groups and aggregates identified as high risk for the development of health problems. Clinical experience is provided across community settings. Lecture three hours; laboratory six hours. Prerequisite: NURS 136, NURS 137, NURS 138, NURS 139; or instructor permission. Graded: Graded Student. Units: 5.0

NURS 145 Clinical Leadership and Professional Role Development. The purpose of this culminating senior practicum is to facilitate the transition of the nursing student into the role of a professional BSN graduate nurse. The course will integrate the theoretical and clinical nursing concepts acquired throughout the curriculum into a precepted senior practicum. Students will apply principles of clinical nursing, nursing management and nursing leadership in a selected clinical setting. Prerequisite: NURS 136, NURS 137, NURS 138, NURS 139 or instructor permission. Corequisite: NURS 144. Graded: Credit / No Credit. Units: 6.0

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 7.5.3

DATE: May 8, 2013

ACTION REQUESTED: Approve Major Curriculum Revision for United States University (USU) Entry Level Master's (ELM) Degree Nursing Program

REQUESTED BY: Leslie A. Moody, Nursing Education Consultant

BACKGROUND: Pilar De La Cruz Reyes, MSN, RN, Dean, School of Nursing is the USU ELM program director.

The USU ELM program was originally designed so that students would spend the first 18 months of program completing prelicensure coursework, achieve Registered Nurse licensure and then continue for the next 24 months to complete MSN/ Family Nurse Practitioner coursework. Terminal program outcomes were RN licensure, MSN degree and FNP certification eligibility. Since program opening admissions have totaled 178, of which 22 have completed the entire program including the MSN/FNP portion and another 10 have returned to the university to complete their MSN in a different track (education or nursing administration). The majority (146/178) of the students exited following completion of prelicensure coursework and achieving RN licensure. Students most often cite the financial need for gainful employment and the desire to launch their nursing career as reasons for early exit from the program. Findings of noncompliance resulting from the 2011 continuing approval visit included the program's failure to deliver the program as approved related to the high rate of early exit experienced. Program leadership attempted multiple measures to ensure students fully completed the entire ELM program, but a large number of students felt this was either not possible or desirable and ultimately the program could not force students to continue in the program. The university currently confers a Baccalaureate of Science Degree in Nursing upon students who have completed the prelicensure courses (including community health) and have achieved RN licensure.

USU is requesting approval to add an Accelerated Baccalaureate of Science in Nursing (ABSN) option to the existing ELM program. The Community Health Nursing course currently contains required PHN didactic content, and will be revised to add an additional one unit (45 hours) to the current one unit (45 hours) of clinical so that the course will fully meet BRN requirements for Public Health Nurse certification. This revision would be effective for ELM option students as well. All other prerequisite and prelicensure nursing coursework as currently exists for the ELM program would be the same for the ABSN option. Students enrolled in the program can select whether they are working toward BSN or MSN/FNP as their terminal program goal. The program's proposal is described on the attached document titled Major Curriculum Revision Proposal.

NEXT STEPS: Place on Board agenda.

FISCAL IMPACT, IF ANY: None

PERSON(S) TO CONTACT: Leslie A. Moody, RN, MSN, MAEd
Nursing Education Consultant
(760) 369-3170



MAJOR CURRICULUM REVISION PROPOSAL

Concern

Since the inception of United States University's (USU) Entry Level Master's (ELM) program, very few ELM students have continued on towards their Masters of Science in Nursing (MSN)/Family Nurse Practitioner (FNP) or a Master's in either Nursing Administration or Nursing Education after completing the pre-licensure portion.

ELM statistics as of April 5, 2013:

Total ELM completions	Proceeded to FNP	Proceeded to MSN Education	Proceeded to MSN Nursing Administration
178	22	3	7

Many of the students who completed the ELM program exited the school once they completed the pre-licensure portion of the program and achieved RN licensure. They felt the need to begin working and left school to enter the workforce.

The university explored various options to ensure that students who complete the pre-licensure portion of the ELM program continue onto the MSN/FNP track. Ultimately the university could not force a student to continue on for their Master's degree, and many of the students who entered the ELM program later discovered they did not want to be an FNP. Some were interested in the Master's in Nursing Administration or Education program.

Proposal

To ensure our students are well served and prepared to launch their careers as Registered Nurses we are asking that USU be allowed to add an Accelerated Bachelor of Science in Nursing (ABSN) track to the existing ELM/FNP program.

- The ABSN track would require completion of the existing 18 month prelicensure portion of the ELM curriculum.
- Student admission requirements (including the possession of an earned Baccalaureate degree in another discipline before admission and all prerequisites), prelicensure curriculum, courses, content, delivery, policies and resources would be the same as the existing ELM program prelicensure portion (see attached curriculum forms EDP-P-05 and EDP-P-06).

- The NUR462L Community Health Nursing (Lab) course will be revised with an increase of 1 unit reflecting increased clinical hours to meet the 90 hours required for Public Health Nurse Certificate eligibility. The companion theory course NUR462 Community Health Nursing contains all required content including 7 hours of instruction regarding child abuse (see attached Educational Requirements for a Public Health Nurse Certificate form EDP-P-17). This course revision would apply for both ABSN and ELM program tracks.
- Total combined admissions/enrollment for both ELM and ABSN tracks would not exceed the maximum number approved by the BRN.

Benefit to students

United States University believes that this change will benefit their students as not all students wish to become a Family Nurse Practitioner (FNP). This accelerated BSN track would allow them to choose between the BSN degree track and the FNP track. It would allow our students to better serve the profession of nursing and community at large by having a BSN degree. In addition, this would help to meet the Institute of Medicine's "Future of Nursing" recommendation to have 80% of RNs obtain a BSN degree by 2020.

In summary, the students will benefit because they will:

- have an option as to which track to pursue, especially if they do not have a desire to become a Family Nurse Practitioner.
- be more competitive in the marketplace because they will have a BSN degree and PHN eligibility upon completion of the pre-licensure program
- have the option to pursue their MSN degree in Nursing Education or Administration.

United States University is formally making this request of the Board of Registered Nursing for a Major Curriculum change to allow the University to add an Accelerated BSN track to the ELM program.

Sincerely,

A handwritten signature in blue ink, reading "Pilar De La Cruz Reyes".

Pilar De La Cruz Reyes, MSN, RN
Dean, School of Nursing

TOTAL CURRICULUM PLANExecutive Officer
(916) 322-3350**Submit in duplicate**

Name of Program: United States University Entry Level Master's Nursing Program							Date Submitted: 4/15/2013							
Type of Program: <input checked="" type="checkbox"/> Entry Level Master's <input type="checkbox"/> Baccalaureate <input type="checkbox"/> Associate Degree							For BRN Office Use Only <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved By: _____ Date: _____							
<u>Major Curriculum Revision</u>														
List name and number of all courses of the program in sequence, beginning with the first academic term. Include general education courses. Each course is 8 weeks														
Check appropriate year:		Check:		Total Units	Theory		Lab		Total Hrs					
<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4		<input checked="" type="checkbox"/> Semester <input type="checkbox"/> Quarter			Units	Hr/Wk	Units	Hr/Wk	Theory	Lab				
Quarter/Semester		M	S	O	C	P	G							
Anat 261&Lab 261L		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4	3	6	1	6	48	30
IntroMicro251& Lab 251L		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4	3	6	1	6	48	30
HumPhysBIO 252 & Lab 252L		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4	3	6	1	6	48	30
EngComp/Rdng ENG 130		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	3	6	0	0	48	0
Speech COM 104		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	3	6	0	0	48	0
Total								18	15	30	3	18	240	90
Quarter/Semester		M	S	O	C	P	G							
ResStats BHS 362		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	3	6	0	0	48	0
PHI 342 CritThinking		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	3	6	0	0	48	0
PSY 101 IntroPsych		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	3	6	0	0	48	0
SOC 101 IntroSoc		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	3	6	0	0	48	0
PHI 380 Ethics Hlthc		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	3	6	0	0	48	0
SOC 305 CritProspSoc		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	3	6	0	0	48	0
Total								18	18	36	0	0	288	0
Quarter/Semester		M	S	O	C	P	G							
CIS 201 FndInfoLit		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	3	6	0	0	48	0
BHS 360 Hlthcr Adm		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	3	6	0	0	48	0
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
Total								6	6	12	0	0	96	0

TOTAL CURRICULUM PLAN

Executive Officer
(916) 322-3350

Submit in duplicate

Name of Program: United States University Entry Level Master's Program							Date Submitted: 4/15/2013			
Type of Program: <input checked="" type="checkbox"/> Entry Level Master's <input type="checkbox"/> Baccalaureate <input type="checkbox"/> Associate Degree							For BRN Office Use Only <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved By: _____ Date: _____			
List name and number of all courses of the program in sequence, beginning with the first academic term. Include general education courses. Each course is 8 weeks										
Check appropriate year:		Check:		Total Units	Theory		Lab		Total Hrs	
<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4		<input checked="" type="checkbox"/> Semester <input type="checkbox"/> Quarter			Units	Hr/Wk	Units	Hr/Wk	Theory	Lab
Quarter/Semester										
Year 1				M	S	O	C	P	G	
NUR 310/310L FoundProfNrsg&Clin				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
NUR 330Pharm				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
NUR 320/320L NsgCareAd/Older Ad				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
NUR 340 & 340L NsgCrit III Ad/Older Ad				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Year 2										
NUR 350 & 350L Women's Health				<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
NUR 360 & 360L Children's Health				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Total				29	16	32	13	78	256	624
Quarter/Semester										Total Hrs
				M	S	O	C	P	G	
NUR 400 & 400L Mental Health Nursing				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
NUR 460 & 460L NsgLdrshp & Clinical				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
NUR 462 & 462L CommHlth Nursing				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Total				12	6	12	6	36	96	288
Quarter/Semester										Total Hrs
				M	S	O	C	P	G	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Total										

**REQUIRED CURRICULUM:
CONTENT REQUIRED FOR LICENSURE**

(916) 322-3350

Submit in DUPLICATE.

Program Name: United States University Entry Level Master's Nursing Program	For Board Use Only Approved by: _____, NEC Date: _____ <input type="checkbox"/> BRN Copy <input type="checkbox"/> Program Copy
Type of Program: <input checked="" type="checkbox"/> Entry Level Master <input type="checkbox"/> Baccalaureate <input type="checkbox"/> Associate	
Requesting new Curriculum Approval: <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor	
Date of Implementation: May 6, 2013; Cohort 8	
Academic System: <input checked="" type="checkbox"/> Semester 16 _____ weeks/semester <input type="checkbox"/> Quarter _____ weeks/quarter	

REQUIRED FOR LICENSURE AS STATED IN CCR SECTION 1426

	Semester Units	Quarter Units	Current BRN-Approved Curriculum	Proposed Curriculum Revision *Place asterisk next to proposed change
Nursing	36	54	37	38*
Theory	(18)	(27)	(19)	(19)
Clinical	(18)	(27)	(18)	(19)* add 1u Clin to 462LCommHlth
Communication Units	6	9	9	9
Science Units	16	24	18	18
TOTAL UNITS FOR LICENSURE	58	87	64	65
Other Degree Requirements: Students complete 65 units prelicensure, 39 units gen ed, and 49 units MSN/FNP coursework for completion of entire ELM program.			88	88
TOTAL UNITS FOR GRADUATION			152	153

List the course number(s) and titles(s) in which content may be found for the following required content areas:


REQUIRED CONTENT	Course Number	Course Titles
Alcohol & chemical Dependency	NUR 310; NUR 320; NUR 340; NUR 400	Foundations of Nursing; Nursing Care of Adults/Older Adults; Nursing Care of the Critically ill Adults and Older Adults.
Personal Hygiene	NUR 310	Foundations of Nursing
Human Sexuality	NUR 350	Women's Health Nursing
Client Abuse	NUR 350; NUR 360; NUR 400 ; NUR462	Women's Health Nursing; Child Health Nursing; Mental Health Nursing ; Community Health Nursing
Cultural Diversity	NUR 310; NUR 320; NUR 340; NUR 460; NUR 462	Foundations of Nursing; Nursing Care of the Adult and Older Adult; Nursing Care of the Critically Ill Adult and Older Adult; Women's Health Nursing; Children's Health Nursing; Nursing Leadership; Community Health Nursing
Nutrition	NUR 310; NUR 320; NUR 340; NUR 400; NUR 460 NUR 462	Foundations of Nursing; Nursing Care of the Adult and Older Adult; Nursing Care of the Critically Ill Adult and Older Adult; Mental Health Nursing; Community Health

Pharmacology	NUR 310; NUR 320; NUR 330; NUR 350; NUR 360; NUR 400; NUR 460	Foundations of Nursing; Nursing care of the Adult and Older Adult; Nursing Pharmacology; Nursing Care of the Critically Ill adult and Older Adult; Women's Health Nursing; Children's Health Nursing; Mental Health Nursing; Nursing Leadership
Legal Aspects	NUR 310; NUR 320; NUR 340; NUR 400	Foundations of Nursing; Nursing Care of Adults/Older Adults; Nursing Care of the Critically ill Adults and Older Adults.
Social/Ethical Aspects	NUR 310; Soc 101; PHI 380	Foundations of Nursing ; intro to Sociology; Ethics in Healthcer
Management/Leadership	NUR 460; NUR 350	Women's Health Nursing; Leadership

Information needed to evaluate transcripts of applicants for licensure (Section 1426, Chapter 14, Title 16 of the California Code of Regulations) is listed in the left column below. Indicate the name(s) and the number(s) of the course(s) which include this content.

REQUIRED CONTENT	Course Number	Course Title	Units
NURSING			
Medical-Surgical	NUR 310 & 310L; NUR 320 & 320L; NUR 340 & 340L;	Foundations of Nursing (6u); Nursing Care of Adults and Older Adults & Clinical (8u); Nursing Care of the Critically Ill Adult and Older Adult & Clinical (4)	18
Obstetrical	NUR 350 & Clinical	Women's Health Nursing & Clinical	4
Pediatric	NUR 360 & Clinical	Children's Health Nursing	4
Psych/Mental Health	NUR 400 & 400L Clinical	Mental Health Nursing	4
Geriatrics	NUR310 & 310L Clinical; NUR320 & 320L Clinical; NUR340 & 340L Clinical;	Foundations of Nursing; Nursing Care of Adults and Older Adults; Nursing Care of the Critically Ill Adult and Older Adult	
Pharmacology	NURS 330	Pharmacology for Nurses & integrated in each nursing course	3
Community Health	NURS 462	Community Health Nursing	5
BASIC SCIENCES			
Anatomy & Lab	BIO 261 & 261L	Anatomy & Lab	4
Physiology & Lab	BIO 252 & 252L	Physiology & Lab	4
Microbiology & Lab	BIO 251 & 251L	Microbiology & Lab	4
Sociology	SOC 101	Introduction to Sociology	3
Psychology	PSYCH 101	Developmental Psychology	3
COMMUNICATION			
Group	ENGL 130	English Composition and Reading	3
Verbal	COM 104	Speech	3
		Total Units	62

LVN 30 UNIT OPTION

REQUIRED CONTENT	Course Number	Course Title	Units
NURSING			
Advanced Medical-Surgical	NUR 320 & 320L	Nursing Care of the Adult and Older Adult & Clinical	8
	NUR 340 & 340L	Nursing Care of the Critically Ill Patient & Clinical	4
Psych/Mental Health	NUR 400 & 400L	Mental Health Nursing & Clinical	4
Geriatrics	BHE 313	Gerontology	3
Management/Leadership	NUR 360	Nursing Leadership & Clinical	3
BASIC SCIENCES			
Physiology	NUR 252 & 252L	Physiology & Lab	4
Microbiology	NUR 251 & 251L	Microbiology & Lab	4
Signature Program Director/Designee: Signature Program Director/Designee: Pilar De La Cruz-Reyes		Date: 4/2/2013	
			

TOTAL CURRICULUM PLANExecutive Officer
(916) 322-3350**Submit in duplicate**

Name of Program: United States University Entry Level Master's Nursing Program							Date Submitted: 4/15/2013							
Type of Program: ABSN Option <input type="checkbox"/> Entry Level Master's <input checked="" type="checkbox"/> Baccalaureate <input type="checkbox"/> Associate Degree							For BRN Office Use Only <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved By: _____ Date: _____							
<u>Major Curriculum Revision</u>														
List name and number of all courses of the program in sequence, beginning with the first academic term. Include general education courses. Each course is 8 weeks														
Check appropriate year:		Check:		Total Units	Theory		Lab		Total Hrs					
<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4		<input checked="" type="checkbox"/> Semester <input type="checkbox"/> Quarter			Units	Hr/Wk	Units	Hr/Wk	Theory	Lab				
Quarter/Semester		M	S	O	C	P	G							
Anat 261&Lab 261L		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4	3	6	1	6	48	30
IntroMicro251& Lab 251L		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4	3	6	1	6	48	30
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EngComp/Rdng ENG 130		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	3	6	0	0	48	0
Speech COM 104		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	3	6	0	0	48	0
Total								18	15	30	3	18	240	96
Quarter/Semester		M	S	O	C	P	G							
ResStats BHS 362		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	3	6	0	0	48	0
PHI 342 CritThinking		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	3	6	0	0	48	0
PSY 101 IntroPsych		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	3	6	0	0	48	0
SOC 101 IntroSoc		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	3	6	0	0	48	0
PHI 380 Ethics Hlthc		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	3	6	0	0	48	0
SOC 305 CritProspSoc		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	3	6	0	0	48	0
Total								18	18	36	0	0	288	0
Quarter/Semester		M	S	O	C	P	G							
CIS 201 FndInfoLit		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	3	6	0	0	48	0
BHS 360 Hlthcr Adm		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	3	6	0	0	48	0
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
Total								6	6	12	0	0	96	0

TOTAL CURRICULUM PLAN

Executive Officer
(916) 322-3350

Submit in duplicate

Name of Program: United States University Entry Level Master's Program							Date Submitted:			
Type of Program: <input checked="" type="checkbox"/> Entry Level Master's <input type="checkbox"/> Baccalaureate <input type="checkbox"/> Associate Degree							For BRN Office Use Only <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved By: _____ Date: _____			
List name and number of all courses of the program in sequence, beginning with the first academic term. Include general education courses. Each course is 8 weeks										
Check appropriate year: <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4		Check: <input checked="" type="checkbox"/> Semester <input type="checkbox"/> Quarter		Total Units	Theory Units Hr/Wk		Lab Units Hr/Wk		Total Hrs Theory Lab	
Quarter/Semester Year 1 M S O C P G										
NUR 310/310L FoundProfNrsg&Clin				6	3	6	3	18	48	144
NUR 330Pharm				3	3	6	0	0	48	
NUR 320/320L NsgCareAd/Older Ad				8	4	8	4	24	64	192
NUR 340 & 340L NsgCrit III Ad/Older Ad				4	2	4	2	12	32	96
Year 2										
NUR 350 & 350L Women's Health				4	2	4	2	12	32	96
NUR 360 & 360L Children's Health				4	2	4	2	12	32	96
Total				29	16	32	13	78	256	624
Quarter/Semester M S O C P G									Total Hrs	
NUR 400 & 400L Mental Health Nursing				4	2	4	2	12	32	96
NUR 460 & 460L NsgLdrshp & Clinical				3	1	2	2	12	16	96
NUR 462 & 462L CommHlth Nursing				5	3	6	2	12	48	96
Total				12	6	12	6	36	96	288
Quarter/Semester M S O C P G									Total Hrs	
_____ _____										
Total										

**REQUIRED CURRICULUM:
CONTENT REQUIRED FOR LICENSURE**

(916) 322-3350

Submit in DUPLICATE.

Program Name: United States University Entry Level Master's Nursing Program	For Board Use Only Approved by: _____, NEC Date: _____ <input type="checkbox"/> BRN Copy <input type="checkbox"/> Program Copy
Type of Program: ABSN option	
<input type="checkbox"/> Entry Level Master <input checked="" type="checkbox"/> Baccalaureate <input type="checkbox"/> Associate	
Requesting new Curriculum Approval: <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor	
Date of Implementation: May 6, 2013; Cohort 8	
Academic System: <input checked="" type="checkbox"/> Semester 16 _____ weeks/semester <input type="checkbox"/> Quarter _____ weeks/quarter	

REQUIRED FOR LICENSURE AS STATED IN CCR SECTION 1426

	Semester Units	Quarter Units	Current BRN-Approved Curriculum	Proposed Curriculum Revision *Place asterisk next to proposed change
Nursing	36	54	37	38*
Theory	(18)	(27)	(19)	(19)
Clinical	(18)	(27)	(18)	(19)* add 1u Clin to 462LCommHlth
Communication Units	6	9	9	9
Science Units	16	24	18	18
TOTAL UNITS FOR LICENSURE	58	87	64	65
Other Degree Requirements:			36	36
TOTAL UNITS FOR GRADUATION			103	104

List the course number(s) and titles(s) in which content may be found for the following required content areas:


REQUIRED CONTENT	Course Number	Course Titles
Alcohol & chemical Dependency	NUR 310; NUR 320; NUR 340; NUR 400	Foundations of Nursing; Nursing Care of Adults/Older Adults; Nursing Care of the Critically ill Adults and Older Adults.
Personal Hygiene	NUR 310	Foundations of Nursing
Human Sexuality	NUR 350	Women's Health Nursing
Client Abuse	NUR 350; NUR 360; NUR 400 ; NUR462	Women's Health Nursing; Child Health Nursing; Mental Health Nursing ; Community Health Nursing
Cultural Diversity	NUR 310; NUR 320; NUR 340; NUR 460; NUR 462	Foundations of Nursing; Nursing Care of the Adult and Older Adult; Nursing Care of the Critically Ill Adult and Older Adult; Women's Health Nursing; Children's Health Nursing; Nursing Leadership; Community Health Nursing
Nutrition	NUR 310; NUR 320; NUR 340; NUR 400; NUR 460 NUR 462	Foundations of Nursing; Nursing Care of the Adult and Older Adult; Nursing Care of the Critically Ill Adult and Older Adult; Mental Health Nursing; Community Health

Pharmacology	NUR 310; NUR 320; NUR 330; NUR 350; NUR 360; NUR 400; NUR 460	Foundations of Nursing; Nursing care of the Adult and Older Adult; Nursing Pharmacology; Nursing Care of the Critically Ill adult and Older Adult; Women's Health Nursing; Children's Health Nursing; Mental Health Nursing; Nursing Leadership
Legal Aspects	NUR 310; NUR 320; NUR 340; NUR 400	Foundations of Nursing; Nursing Care of Adults/Older Adults; Nursing Care of the Critically ill Adults and Older Adults.
Social/Ethical Aspects	NUR 310; Soc 101; PHI 380	Foundations of Nursing ; intro to Sociology; Ethics in Healthcer
Management/Leadership	NUR 460; NUR 350	Women's Health Nursing; Leadership

Information needed to evaluate transcripts of applicants for licensure (Section 1426, Chapter 14, Title 16 of the California Code of Regulations) is listed in the left column below. Indicate the name(s) and the number(s) of the course(s) which include this content.

REQUIRED CONTENT	Course Number	Course Title	Units
NURSING			
Medical-Surgical	NUR 310 & 310L; NUR 320 & 320L; NUR 340& 340L;	Foundations of Nursing (6u); Nursing Care of Adults and Older Adults & Clinical (8u); Nursing Care of the Critically Ill Adult and Older Adult & Clinical (4)	18
Obstetrical	NUR 350 & Clinical	Women's Health Nursing & Clinical	4
Pediatric	NUR 360& Clinical	Children's Health Nursing	4
Psych/Mental Health	NUR 400 & 400L Clinical	Mental Health Nursing	4
Geriatrics	NUR310 & 310L Clinical; NUR320 & 320L Clinical; NUR340 & 340L Clinical;	Foundations of Nursing; Nursing Care of Adults and Older Adults; Nursing Care of the Critically Ill Adult and Older Adult	
Pharmacology	NURS 330	Pharmacology for Nurses & integrated in each nursing course	3
Community Health	NURS 462	Community Health Nursing	5
BASIC SCIENCES			
Anatomy & Lab	BIO 261 & 261L	Anatomy & Lab	4
Physiology & Lab	BIO 252 & 252L	Physiology & Lab	4
Microbiology & Lab	BIO 251 & 251L	Microbiology & Lab	4
Sociology	SOC 101	Introduction to Sociology	3
Psychology	PSYCH 101	Developmental Psychology	3
COMMUNICATION			
Group	ENGL 130	English Composition and Reading	3
Verbal	COM 104	Speech	3
		Total Units	62

LVN 30 UNIT OPTION

REQUIRED CONTENT	Course Number	Course Title	Units
NURSING			
Advanced Medical-Surgical	NUR 320 & 320L	Nursing Care of the Adult and Older Adult & Clinical	8
	NUR 340 & 340L	Nursing Care of the Critically Ill Patient & Clinical	4
Psych/Mental Health	NUR 400 & 400L	Mental Health Nursing & Clinical	4
Geriatrics	BHE 313	Gerontology	3
Management/Leadership	NUR 360	Nursing Leadership & Clinical	3
BASIC SCIENCES			
Physiology	NUR 252 & 252L	Physiology & Lab	4
Microbiology	NUR 251 & 251L	Microbiology & Lab	4
Signature Program Director/Designee: Signature Program Director/Designee: Pilar De La Cruz-Reyes		Date: 4/2/2013	
			



Educational Requirements
for a Public Health Nurse Certificate

Name of Nursing Program: United States University Entry Level Masters Program

Completed by: Pilar De La Cruz Reyes Date: 4/2/13

California Code of Regulations Section 1491(4)(A)-(L), 1491(7) identify theoretical content and Section 1491(6)(A)-(C) clinical experiences required for a PHN Certificate.

Please list courses in which the required PHN content is covered.

CCR 1491(4)(A) – (L): Required Theoretical Content	Course No. and Title
A. Physical, mental, and developmental assessment: child and adult	NUR 310: Foundation of Professional Nursing Practice; NUR 320: Nursing Care of Adults and Older Adults Practice; NUR 340: Nursing Care of Critically Ill Adults and Older Adults; NUR 350: Women's Health Nursing; NUR 360: Children's Health Nursing; NUR 400: Mental Health Nursing; NUR 460: Nursing Leadership.
B. Surveillance and epidemiology: chronic and communicable diseases	NUR 310: Foundation of Professional Nursing Practice; NUR 320: Nursing Care of Adults and Older Adults Practice; NUR 340: Nursing Care of Critically Ill Adults and Older Adults; NUR 350: Women's Health Nursing; NUR 360: Children's Health Nursing; NUR 400: Mental Health Nursing; NUR 460: Nursing Leadership; NUR 462: Community Health Nursing.
C. Health promotion and disease prevention	NUR 310: Foundation of Professional Nursing Practice; NUR 320: Nursing Care of Adults and Older Adults Practice; NUR 340: Nursing Care of Critically Ill Adults and Older Adults; NUR 350: Women's Health Nursing; NUR 360: Children's Health Nursing; NUR 400: Mental Health Nursing; NUR 460: Nursing Leadership; NUR 462: Community Health Nursing.
D. Multicultural nursing concepts	NUR 310: Foundation of Professional Nursing Practice; NUR 320: Nursing Care of Adults and Older Adults Practice; NUR 340: Nursing Care of Critically Ill Adults and Older Adults; NUR 350: Women's Health Nursing; NUR 360: Children's Health Nursing; NUR 400: Mental Health Nursing; NUR 460: Nursing Leadership; NUR 462: Community Health Nursing.
E. Research methodology and statistics	NUR 310: Foundation of Professional Nursing

	Practice; NUR 340: Nursing Care of Critically Ill Adults and Older Adults; NUR 350: Women's Health Nursing; NUR 462: Community Health Nursing.
F. Health teaching concepts and strategies	NUR 310: Foundation of Professional Nursing Practice; NUR 320: Nursing Care of Adults and Older Adults Practice; NUR 340: Nursing Care of Critically Ill Adults and Older Adults; NUR 350: Women's Health Nursing; NUR 400: Mental Health Nursing; NUR 460: Nursing Leadership;
G. Population based practice: assessment and development of community collaboration at the level of systems, community and family/individual	NUR 462: Community Health Nursing
H. Assessment of health needs of individuals and families, to include environment, and interventions across the lifespan	NUR 310: Foundation of Professional Nursing Practice; NUR 320: Nursing Care of Adults and Older Adults Practice; NUR 340: Nursing Care of Critically Ill Adults and Older Adults; NUR 350: Women's Health Nursing; NUR 360: Children's Health Nursing; NUR 400: Mental Health Nursing; NUR 460: Nursing Leadership; NUR 462: Community Health Nursing.
I. Legal and health care financing issues	NUR 350: Women's Health Nursing; NUR 360: Children's Health Nursing; NUR 460: Nursing Leadership; NUR 462: Community Health Nursing.
J. Family violence, e.g., child, adult, domestic, elder abuse, etc.	NUR 310: Foundation of Professional Nursing Practice; NUR 320: Nursing Care of Adults and Older Adults Practice; NUR 340: Nursing Care of Critically Ill Adults and Older Adults; NUR 350: Women's Health Nursing; NUR 360: Children's Health Nursing; NUR 400: Mental Health Nursing; NUR 460: Nursing Leadership.
K. Case management/care coordination	NUR 320: Nursing Care of Adults and Older Adults Practice; NUR 340: Nursing Care of Critically Ill Adults and Older Adults; NUR 350: Women's Health Nursing; NUR 360: Children's Health Nursing; NUR 400: Mental Health Nursing; NUR 460: Nursing Leadership; NUR 462: Community Health Nursing.
L. Emergency preparedness and response	NUR 462: Community Health Nursing
CCR 1491(7)	Course No. and Title
Training in the prevention, early detection, intervention, California reporting requirements, and treatment of child neglect and abuse that shall be at least seven (7) hours in length...	NUR 462: Community Health Nursing 7 hours will be incorporated in NUR 462 theory class.

CCR Section 1491(6)(A)-(C): Supervised clinical experience must be:	Course(s)
A. In public health settings with individuals, families, and community	NUR 462L: Community Health Nursing Clinical
B. Concurrent with or following acquisition of theoretical knowledge prescribed by the curriculum	NUR 462: Community Health Nursing and NUR 462L: Community Health Nursing Clinical
C. A minimum of 90 hours (Total # Clinical Hours)	NUR 462L: Community Health Nursing Clinical 90 clinical hours

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 7.6

DATE: May 8, 2013

ACTION REQUESTED: 2011-2012 Post Licensure Program Annual Report

REQUESTED BY: Julie Campbell-Warnock
Research Program Specialist

BACKGROUND:

In 2004-2005, as part of the pre-licensure nursing program survey, the BRN also invited programs to provide data on their post-licensure programs. The 2011-2012 Post-Licensure Nursing Program Report presents analysis of the current year data in comparison with data from previous years of the survey.

Since post-licensure nursing programs offer a wide range of degrees, this report is presented in program sections, including RN to BSN Programs, Master's Degree Programs and Doctoral Programs. Data items addressed in each program section include the number of nursing programs, enrollments, graduations, and student census data. Faculty census data is included in a separate section as it is collected by school, not by degree program.

NEXT STEPS: Place on Board agenda.

FISCAL IMPACT, IF ANY: None.

PERSON(S) TO CONTACT: Julie Campbell-Warnock
Research Program Specialist
(916) 574-7681

California Board of Registered Nursing

2011-2012 Annual School Report

Data Summary and Historical Trend Analysis

A Presentation of Post-Licensure Nursing Education Programs in California

April 18, 2013

Prepared by:
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Joanne Spetz, PhD
School of Nursing
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PREFACE

Nursing Education Survey Background

Development of the 2011-2012 Board of Registered Nursing (BRN) School Survey was the work of the Board's Education Issues Workgroup, which consists of nursing education stakeholders from across California. A list of workgroup members is included in the Appendices. The University of California, San Francisco was commissioned by the BRN to develop the online survey instrument, administer the survey, and report data collected from the survey. Pre-licensure nursing education programs that also offer post-licensure programs were invited to provide data on their post-licensure programs for the first time in 2004-2005. Revisions to the post-licensure sections of the survey may prevent comparability of some data.

Funding for this project was provided by the California Board of Registered Nursing.

Organization of Report

The survey collects data about nursing programs and their students and faculty from August 1 through July 31. Annual data presented in this report represent August 1, 2011 through July 31, 2012. Demographic information and census data were requested for October 15, 2012.

Data from pre- and post-licensure nursing education programs are presented in separate reports and will be available on the BRN website. Data are presented in aggregate form and describe overall trends in the areas and over the times specified and, therefore, may not be applicable to individual nursing education programs.

Statistics for enrollments and completions represent two separate student populations. Therefore, it is not possible to directly compare enrollment and completion data.

Value of the Survey

This survey has been developed to support nursing, nursing education and workforce planning in California. The Board of Registered Nursing believes that the results of this survey will provide data-driven evidence to influence policy at the local, state, federal and institutional levels.

The BRN extends appreciation to the Education Issues Workgroup and all survey respondents. Your participation has been vital to the success of this project.

Survey Participation

Pre-licensure nursing education programs that also offer post-licensure programs were invited to provide data on their post-licensure programs for the first time in 2004-2005. In 2011-2012, 33 RN to BSN programs, 36 Master's degree programs, and ten doctoral programs responded to the survey. A list of survey respondents is provided in Appendix A.

Since 2004-2005, the number of post-licensure programs in California grew by 26.9% (n=7) for RN to BSN programs, 50.0% (n=12) for Master's degree programs, and 100.0% (n=5) for doctoral programs.

Number of Post-Licensure Programs

Program Type	Academic Year							
	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
RN to BSN Program	26	27	31	32	32	31**	34	33
Master's Degree Program	24	27	30	29*	29	31	36	36
Doctoral Program	5	5	6	7	7	7	9	10
Number of Schools	32	33	41	37	39	39	43	45

Since some nursing schools admit students in more than one program, the number of nursing programs is greater than the number of nursing schools.

*Although there were 29 master's degree programs in 2007-2008, only 28 programs reported data that year.

**One of the RN to BSN programs had been counted twice when the 2009-2010 report was published. The data have been corrected in this report.

DATA SUMMARY AND HISTORICAL TREND ANALYSIS

This analysis presents data from post-licensure nursing programs that responded to the 2011-2012 BRN School Survey in comparison with data from previous years of the survey. Since post-licensure programs offer a range of degrees, this report is presented in three sections: RN to BSN programs, Master's degree programs, and doctoral programs. Data presented include the number of nursing programs, enrollments, completions, and student and faculty census data. Faculty census data are presented separately since they are collected by school, not by program type.

RN to BSN Programs

Between 2004-2005 and 2011-2012, the number of RN to BSN programs increased by 26.9% (n=7). The share of RN to BSN programs offered at private schools had been increasing over the past three years, to its high of 44.1% (n=15) of programs in 2010-2011. In 2011-2012, the share of RN to BSN programs offered at private schools declined slightly, to 42.4% (n=14).

Number of RN to BSN Programs

	Academic Year							
	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
# Programs	26	27	31	32	32	31	34	33
Public Programs	65.4%	63.0%	61.3%	59.4%	59.4%	58.1%	55.9%	57.6%
Private Programs	34.6%	37.0%	38.7%	40.6%	40.6%	41.9%	44.1%	42.4%

Program Information

Most RN to BSN programs use distance learning and flexible course scheduling as a method of increasing RN access to the program. Some programs offer courses in work settings (41.9%) and use partial funding of classes by work settings (35.5%). While flexible course scheduling remains a common method that programs use to increase RN access to the program, the share of programs using flexible course scheduling declined to one of its lowest levels in seven years (67.7%). In 2011-2012, offering courses via distance education increased to its highest level (71.0%) in eight years.

Approaches to Increase RN Access to the Program

Approaches	Academic Year							
	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
	% of Programs	% of Programs	% of Programs	% of Programs	% of Programs	% of Programs	% of Programs	% of Programs
Teleconferencing, online, and other distance education modes	46.2%	51.9%	58.1%	68.0%	66.7%	57.7%	56.7%	71.0%
Flexibility in course scheduling (block schedules, evening/weekend courses)	61.5%	63.0%	64.5%	72.1%	74.1%	80.7%	63.3%	67.7%
Courses provided in work settings	30.8%	37.0%	29.0%	40.1%	33.3%	38.5%	33.3%	41.9%
Partial funding of classes by work setting	30.8%	44.4%	41.9%	32.0%	33.3%	46.2%	56.7%	35.5%
Number of programs	26	27	31	25	27	26	30	31

Most RN to BSN programs have direct articulation of ADN coursework (71.0%). Almost half (45.2%) of the programs have a specific program advisor or use partnerships with ADN programs or similar collaborative agreements to award credit for prior education and experience to their students. A limited number of programs use specific upper division courses, portfolios to document competencies, or testing to award credit to ADN-prepared nurses entering the program.

Mechanisms to Award Credit for Prior Education and Experience

Approaches	Academic Year							
	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
	% of Programs	% of Programs	% of Programs	% of Programs	% of Programs	% of Programs	% of Programs	% of Programs
Direct articulation of ADN coursework	73.1%	55.6%	73.3%	64.0%	70.0%	71.4%	64.5%	71.0%
Specific program advisor	46.2%	59.3%	36.7%	52.0%	60.0%	53.6%	51.6%	45.2%
Partnerships with ADN programs or similar collaborations	7.7%	18.5%	10.0%	16.0%	23.3%	28.6%	45.2%	45.2%
Tests to award credit*	23.1%	40.7%	36.7%	36.0%	20.0%	17.9%	22.6%	22.6%
Specific upper division courses	11.5%	37.0%	26.7%	16.0%	30.0%	28.6%	19.4%	12.9%
Portfolios to document competencies	15.4%	18.5%	13.3%	24.0%	16.7%	14.3%	19.4%	16.1%
Number of programs	26	27	31	25	30	28	31	31

*NLN achievement tests or challenge exams

New Student Enrollments

Admission spaces available for new student enrollments in RN to BSN programs more than doubled in the last eight years, from 1,006 spaces in 2004-2005 to 2,978 in 2011-2012. These spaces were filled with a total of 1,998 students. Since an online RN to BSN program accepts all qualified applicants, the number of new students enrolling in these programs can vary dramatically depending on interest in the program rather than on program resources. In 2010-2011, 385 students enrolled in this program, while 507 enrolled in 2011-2012.

Admission Spaces and New Student Enrollment in RN to BSN Programs

	Academic Year							
	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Admission Spaces Available*	1,006	1,851	2,296	1,998	2,286	2,346	2,287	2,978
New Student Enrollments	681	1,665	1,438	1,754	1,985	2,101	1,913	1,998
% Spaces Filled	67.7%	90.0%	62.6%	87.8%	86.8%	89.6%	83.6%	67.1%

*If admission spaces were not provided in the data, the number of new enrollments was used as the number of available admission spaces.

New student enrollment in both private and public RN to BSN programs has increased since 2004-2005. Private programs had a ten-fold increase in their new enrollments from 2004-2005 until 2009-2010 and have seen slight declines in enrollment since then. Public programs saw more modest increases in enrollment between 2004-2005 and 2007-2008, followed by a period of enrollment decline until 2011-2012, when enrollment increased to its highest level in eight years (n=1,083).

New Student Enrollment

	Academic Year							
	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
New Student Enrollments	681	1,665	1,438	1,754	1,985	2,101	1,913	1,998
Public Programs	572	732	687	978	867	788	788	1,083
Private Programs	109	933	751	776	1,118	1,313	1,125	915

The number of qualified applications received by RN to BSN programs has declined since its high of 3,041 in 2005-2006. With fewer qualified applications, programs have accepted greater shares of these applications in more recent years. For the first time in the last eight years, RN to BSN programs accepted all qualified applications for admission.

Applications* for Admission to RN to BSN Programs

	Academic Year							
	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Qualified Applications	978	3,041	2,341	2,769	2,364	2,651	2,424	1,998
Accepted	681	1,665	1,438	1,754	1,985	2,101	1,913	1,998
Not Accepted	297	1,376	903	1,015	379	550	511	0
% Qualified Applications Not Accepted	30.4%	45.2%	38.6%	36.7%	16.0%	20.7%	21.1%	0%

*Since these data represent applications rather than individuals, the increase in qualified applications may not represent an equal growth in the number of individuals applying to nursing school.

Student Completions

The number of students that completed an RN to BSN program in California more than tripled in the past eight years, from 439 in 2004-2005 to 1,600 in 2011-2012. Even though there has been dramatic growth in the number of graduates in both public and private programs over this time period, public programs have graduated a larger share of RN to BSN students than private programs over the past two years.

Student Completions

	Academic Year							
	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Completions	439	973	1,044	1,006	1,439	1,374	1,268	1,600
Public Programs	350	428	502	548	608	613	696	850
Private Programs	89	545	542	458	831	761	572	750

Student Census Data

The total number of students enrolled in RN to BSN programs more than doubled from 1,243 on October 15, 2005 to 3,405 seven years later. For the first time since 2009, both public and private programs had an increase in their student census over the previous year. The student census in 2012 (n=3,405) is now slightly less than its eight-year high of 3,482 students in 2009.

Student Census

	Academic Year							
	2005	2006	2007	2008	2009	2010	2011	2012
Student Census	1,243	3,194	3,136	2,954	3,482	3,247	3,099	3,405
Public Programs	1,046	1,915	2,068	2,033	2,055	1,873	2,086	2,182
Private Programs	197	1,279	1,068	921	1,427	1,374	1,013	1,223

*Data not collected in the given year.

Summary

RN to BSN programs enrolled and graduated significantly more students in 2011-2012 than in 2004-2005. For the first time in eight years, RN to BSN programs accepted and enrolled all qualified applicants to their programs. Since one of the programs is exclusively online and accepts all qualified applicants to the program, the number of qualified applications, new student enrollments and student census are variable and highly dependent on interest in the RN to BSN program.

Master's Degree Programs

Master's degree programs offer post-licensure nursing education in functional areas such as nursing education and administration, as well as advanced practice nursing areas (i.e. nurse practitioner, clinical nurse specialist, nurse midwife, nurse anesthetist, and school nurse).

In 2011-2012, 36 schools offered a Master's degree program including at least one of the aforementioned components. Of the schools that offer a Master's degree program, 52.8% are public programs.

Number of Master's Degree Programs

	Academic Year							
	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
# Programs	24	27	30	28*	29	31	36	36
Public Programs	58.3%	55.6%	56.7%	57.1%	55.2%	58.1%	52.8%	52.8%
Private Programs	41.7%	44.4%	43.3%	42.9%	44.8%	41.9%	47.2%	47.2%

*Although there were 29 Master's degree programs in 2007-08, only 28 programs reported data that year.

New Student Enrollments

Admission spaces available for new student enrollments in Master's degree programs have doubled in the last eight years, from 1,452 in 2004-2005 to 2,938 in 2011-2012. These spaces were filled with a total of 2,200 students. Admission spaces available in these programs increased to their highest in eight years (n=2,938). While new student enrollment has grown considerably since 2004-2005, the last three years have shown a slight decline in new students entering these programs.

Admission Spaces and New Student Enrollment in Master's Degree Programs

	Academic Year							
	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Admission Spaces Available*	1,452	1,700	1,977	2,136	2,491	2,671	2,474	2,938
New Student Enrollments	1,169	1,510	1,722	1,956	2,147	2,464	2,454	2,200
% Spaces Filled	80.5%	88.8%	87.1%	91.6%	86.2%	92.3%	99.2%	74.9%

*If admission spaces were not provided in the data, the number of new enrollments was used as the number of available admission spaces.

In the past eight years, private Master's degree programs have seen the most growth in new students enrolling in their programs. While new student enrollment in public programs declined over the last year, new enrollment in private programs increased slightly. In 2011-2012, almost half of new students (49.2%, n=1,083) enrolled in public programs.

New Student Enrollment

	Academic Year							
	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
New Student Enrollments	1,169	1,510	1,722	1,956	2,147	2,464	2,454	2,200
Public Programs	901	853	1,028	1,196	1,221	1,204	1,353	1,083
Private Programs	268	657	694	760	926	1,260	1,101	1,117

Applications to these programs increased over last year, but programs continue to receive more applications than can be accommodated. In 2011-2012, 31.5% (n=1,014) of applications were not accepted for admission, indicating that a greater share of applications were denied admission this year in comparison to the previous year (18.2%).

Applications* for Admission to Master's Degree Programs

	Academic Year							
	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Qualified Applications	2,338	2,954	2,696	2,175	2,760	3,723	3,001	3,214
<i>Accepted</i>	1,169	1,510	1,722	1,956	2,147	2,464	2,454	2,200
<i>Not Accepted</i>	1,169	1,444	974	219	613	1,259	547	1,014
% Qualified Applications <i>Not Accepted</i>	50.0%	48.9%	36.1%	10.1%	22.2%	33.8%	18.2%	31.5%

*Since these data represent applications rather than individuals, the increase in qualified applications may not represent an equal growth in the number of individuals applying to nursing school.

Student Completions

The number of students that completed a Master's degree program in California has more than doubled in the last eight years. More students completed programs in 2011-2012 (n=1,891) than in any other year since 2004-2005. While both public and private programs graduated more students this year than they did in 2004-2005, private programs had more dramatic growth during this time.

Student Completions

	Academic Year							
	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Completions	877	1,092	1,239	1,296	1,538	1,591	1,564	1,891
Public Programs	740	703	849	844	892	904	952	1,034
Private Programs	137	389	390	452	646	687	612	857

Nurse practitioners represent the largest share of graduates from Master's degree programs in each of the last six years. The Clinical Nurse Leader specialty area had a two-fold increase in the number of graduates over the last year, from 95 graduates in 2010-2011 to 196 in 2011-2012. Nursing Administration, Clinical Nurse Specialist, Nurse Practitioner, Case Management and Ambulatory Care specialty areas showed more modest increases in the number of graduates over the last year. Nursing Education and Certified Nurse Midwife have seen declines in the number of graduates in the last year, while the number of graduates from other specialties has remained about the same since 2010-2011.

Student Completions by Program Track or Specialty Area*

Program Track/Specialty Area	Academic Year					
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Nursing Education	151	183	233	232	211	163
Nursing Administration	205	126	154	163	210	220
Clinical Nurse Specialist	128	179	213	189	125	167
Nurse Practitioner	597	567	622	624	713	845
Certified Nurse Midwife	21	26	15	27	30	22
Certified Nurse Anesthetist	59	54	71	76	72	71
School Nurse	3	10	10	47	24	26
Clinical Nurse Leader			67	55	95	196
Case Management			11	33	36	42
Community Health/Public Health			2	19	10	10
Ambulatory Care			19	19	26	41
Nurse Generalist			139	53	25	22
Health Policy						50
Nursing Science and Leadership						48
Other specialty	75	153	42	97	11	16
Total Student Completions	1,239	1,298	1,538 ¹	1,591 ¹	1,564 ¹	1,891

Blank cells indicate that the information was not requested in the given year.

*These data were not collected prior to 2006-2007.

1- Students who double-majored were counted in each specialty area for the first time in 2008-09. Therefore, the sum of completions by specialty area may be greater than the total completions, which represent individual students that completed a MSN program in the given year.

Family nursing continues to be the most common specialty area for nurse practitioners (NPs). In 2011-2012, more than half (67.2%) of NPs graduated with a specialty in family nursing. Other common specialty areas in 2011-2012 include adult care (7.1%), acute care (6.2%) and pediatrics (6.2%). The share of NPs graduating in family nursing is at its highest level in six years and had a sizeable increase in its share of all NP graduates over the last year. Women's health saw a modest increase in its share of graduates in the last year, while all other specialty areas had decreased representation among NP graduates.

Student Completions by Nurse Practitioner Specialty*

	Academic Year					
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Nurse Practitioners	597	567	622	624	713	845
Acute care	7.2%	8.8%	9.0%	12.0%	10.4%	6.2%
Adult	6.5%	14.8%	4.7%	8.3%	14.3%	7.1%
Family	58.3%	53.1%	62.5%	58.0%	53.0%	67.2%
Gerontology	3.5%	3.0%	2.9%	2.7%	2.4%	1.7%
Neonatal	0.2%	1.2%	0.8%	1.1%	1.4%	1.2%
Occupational health	1.0%	0.7%	1.3%	1.9%	1.4%	0.6%
Pediatric	7.5%	6.2%	8.5%	9.1%	8.4%	6.2%
Psychiatric/mental health	2.8%	1.9%	1.6%	3.2%	5.9%	4.6%
Women's health	8.4%	7.4%	5.0%	1.9%	2.4%	3.0%
Other	4.5%	2.8%	3.7%	1.8%	0.4%	2.4%

*These data were not collected prior to 2006-07.

Student Census Data

The total number of students enrolled in Master's degree programs almost doubled in the past eight years. After a decline in enrollment in between 2010 and 2011, enrollment in these programs increased to 4,619 students in 2012. While private programs have had dramatic increases in total student enrollment in since 2005, in the last four years, these programs have also had more fluctuation in their year-to-year enrollment than public programs.

Student Census

	Academic Year							
	2005	2006	2007	2008	2009	2010	2011	2012
Student Census	2,375	3,624	3,989	3,823	4,358	4,706	4,557	4,619
Public Programs	1,838	2,418	2,601	2,643	2,775	2,613	2,722	2,557
Private Programs	537	1,206	1,388	1,180	1,583	2,093	1,835	2,062

Summary

Master's programs continue to receive more qualified applications than can be accommodated. Over the last year, these programs saw an increase in qualified applications and space available for those applications, but a decrease in new student enrollments. More students graduated from these programs in 2011-2012 (n=1,891) than in any of the last eight years. While Nurse Practitioners (NPs) continue to be the most common specialty for students completing a Master's

degree, Clinical Nurse Leaders have seen an almost three-fold increase in graduates in the last four years. In 2011-2012, more than half (67.2%) of graduating NPs specialized in family nursing. Over the last eight years, public programs have had more students enrolled in and completing their Master's programs than private programs. In the last year, public programs had an increase in the number of graduates from their programs but saw declines in the numbers of new students and total student enrollment, while private programs saw increases in all these measures over the last year.

Doctoral Programs

Limited data were requested from doctoral programs in 2004-2005. Therefore, some of the data presented do not include data from that year of the survey.

The number of doctoral nursing programs in California has doubled since 2004-2005. In 2011-2012, there were ten nursing doctoral programs in California. Of these programs, 60.0% (n=6) were offered at private schools.

Number of Doctoral Programs

	Academic Year							
	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
# Programs	5	5	6	7	7	7	9	10
Public Programs	40.0%	40.0%	33.3%	28.6%	28.6%	28.6%	33.3%	40.0%
Private Programs	60.0%	60.0%	66.7%	71.4%	71.4%	71.4%	66.7%	60.0%

New Student Enrollments

Admission spaces available for new student enrollments in doctoral programs have more than doubled since 2005-2006. After recovering from a slight decline in availability of admission spaces in 2009-2010, doctoral programs had 203 spaces available for admission in 2011-2012. Despite fluctuations in the availability of admission spaces, new student enrollments have been increasing since 2006-2007. In 2011-2012, 227 new students enrolled in doctoral programs.

Admission Spaces and New Student Enrollment in Doctoral Programs

	Academic Year						
	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Admission Spaces Available*	89	74	109	163	159	165	203
New Student Enrollments	71	57	106	112	158	186	227
% Spaces Filled	79.8%	77.0%	97.2%	68.7%	99.4%	112.7%	111.8%

*If admission spaces were not provided in the data, the number of new enrollments was used as the number of available admission spaces.

Public programs have had some fluctuation in the number of new students enrolled from year-to-year but little change over the last seven years, while private programs have shown a five-fold increase in the number of new students enrolling in their programs during the same time period.

New Student Enrollment

	Academic Year						
	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
New Student Enrollments	71	57	106	112	158	186	203
Public Programs	42	36	37	31	38	32	41
Private Programs	29	21	69	81	120	154	162

After a spike in the number of qualified applications to doctoral programs in 2010-2011, the number of applications returned to levels reported in 2009-2010. In 2011-2012, doctoral programs received 203 qualified applications to their programs. For the first time in six years, all qualified applications were accepted for admission.

Applications* for Admission to Doctoral Programs

	Academic Year					
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Qualified Applications	75	109	120	201	420	203
<i>Accepted</i>	57	106	112	158	186	203
<i>Not Accepted</i>	18	3	8	43	234	0
% Qualified Applications <i>Not Accepted</i>	24.0%	2.8%	6.7%	21.4%	55.7%	0%

*Since these data represent applications rather than individuals, the increase in qualified applications may not represent an equal growth in the number of individuals applying to nursing school.

Student Completions

The number of students that completed a nursing doctoral program in California more than doubled in the past eight years, from 29 in 2004-2005 to 84 in 2011-2012. Private programs had a large increase in the number of students graduating from their programs in the last year, while public programs had fewer students complete their programs during the same time period.

Student Completions

	Academic Year							
	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Completions	29	42	57	39	49	64	76	84
Public Programs	19	23	41	28	22	20	30	23
Private Programs	10	19	16	11	27	44	46	61

Student Census Data

The total number of students enrolled in doctoral programs more than doubled in eight years, from 251 students on October 15, 2005 to 628 in 2012. Both private and public programs had increases in total student enrollment over the last four years. However, private programs have had a five-fold increase in the number of students enrolled in their programs since 2005, while public programs have seen limited change in their total student enrollment during the same time period.

Student Census

	Academic Year							
	2005	2006	2007	2008	2009	2010	2011	2012
Student Census	251	282	291	309	407	431	567	628
Public Programs	177	193	173	161	155	163	176	216
Private Programs	74	89	118	148	252	268	391	412

Summary

The number of schools offering doctoral degrees and the number of students pursuing those degrees have increased over the past eight years. As more students complete these programs, more nursing researchers and more qualified applicants for nursing faculty positions will enter the nursing workforce. Private doctoral programs have been responsible for most of the increases in new student enrollments, student census and student completions since 2004-2005. However, public programs graduate a greater share of their new students than private programs.

Faculty Census Data

Faculty data for post-licensure programs were requested for the first time in the 2005-2006 survey. These data were collected by school, not by degree program. Therefore, faculty data represent post-licensure programs as a whole, not a specific degree program.

On October 15, 2012, post-licensure programs reported a total of 1,446 faculty that taught post-licensure courses, even if the faculty member also had a teaching role in the pre-licensure programs offered at the school. Over the last seven years, there have been fluctuations in the number of faculty teaching post-licensure students. Some of these fluctuations may be due to changes in the survey in 2009-2010¹, while others are likely due to online programs that have large fluctuations in enrollment and, hence, large fluctuations in faculty numbers from year to year.

Of the 45 schools that offered post-licensure nursing programs in 2011-2012, 82.2% (n=37) reported sharing faculty with the pre-licensure programs offered at their school. Among the 37 schools that share faculty, an average of 33.5% of their pre-licensure faculty taught both pre- and post-licensure students. Twenty-four schools reported that they have some faculty that exclusively taught post-licensure students. Since many programs use the same faculty for pre- and post-

¹ Prior to 2009-2010, if schools reported that pre-licensure faculty were used to teach post-licensure programs, it was assumed that all pre-licensure faculty had a post-licensure teaching role. Feedback from nursing school deans and directors indicated that this assumption was not always true. Therefore, these questions were modified in 2009-2010 to collect data on the number of faculty that exclusively teach post-licensure students and the share of the pre-licensure faculty that also teach post-licensure courses.

licensure programs, 34.1% (n=493) of the 1,446 total post-licensure faculty reported in 2012 were also reported as pre-licensure faculty.

Post-licensure nursing programs reported 75 vacant faculty positions in 2012. These vacancies represent a 4.9% faculty vacancy rate.

Faculty Census Data

	Year						
	2006	2007	2008	2009	2010	2011	2012
Total Faculty	1,544	1,605	1,909	1,813	1,169	1,598	1,446
Faculty (post-licensure only)*					816	1,138	953
<i>Full-time</i>	498	628	639	656	267	302	320
<i>Part-time</i>	1,046	977	1,270	1,157	549	836	633
Faculty (also teach pre-licensure)*	1,544	1,605	1,909	1,813	353	460	493
Vacancy Rate**	3.1%	6.0%	4.8%	3.4%	4.9%	1.2%	4.9%
<i>Vacancies</i>	49	102	96	63	60	19	75

Census data represent the number of faculty on October 15th of the given year.

*Prior to 2009-2010, it was assumed that all pre-licensure faculty had a post-licensure teaching role. In 2009-2010, these questions were modified to collect data on the number of faculty that exclusively teach post-licensure students and the share of the pre-licensure faculty that also teach post-licensure courses.

**Vacancy rate = number of vacancies/(total faculty + number of vacancies)

APPENDICES

APPENDIX A – List of Post-Licensure Nursing Education Programs

RN to BSN Programs (33)

Azusa Pacific University
 California Baptist University
 CSU Bakersfield
 CSU Channel Islands
 CSU Chico
 CSU Dominguez Hills
 CSU East Bay
 CSU Fresno
 CSU Fullerton
 CSU Long Beach
 CSU Los Angeles
 CSU Northridge
 CSU Sacramento
 CSU San Bernardino
 CSU San Marcos
 CSU Stanislaus
 Concordia University, Irvine

Holy Names University
 Loma Linda University
 National University
 Pacific Union College
 Point Loma Nazarene University
 San Diego State University
 San Francisco State University
 Simpson University
 Sonoma State University
 United States University
 University of California Los Angeles
 University of Phoenix - Northern California
 University of Phoenix - Southern California
 The Valley Foundation School of Nursing at
 San Jose State University
 West Coast University – Los Angeles
 *West Coast University – Inland Empire

Master's Degree Programs (36)

Azusa Pacific University
 California Baptist University
 CSU Chico
 CSU Dominguez Hills
 CSU Fresno
 CSU Fullerton
 CSU Long Beach
 CSU Los Angeles
 CSU Sacramento
 CSU San Bernardino
 CSU San Marcos
 CSU Stanislaus
 Charles R. Drew University of Medicine
 and Science
 Dominican University of California
 Holy Names University
 Loma Linda University
 Mount Saint Mary's College
 Point Loma Nazarene University
 Samuel Merritt University

San Diego State University
 San Francisco State University
 Sonoma State University
 United States University
 University of California Davis
 *University of California Davis, Betty Irene
 Moore School of Nursing
 University of California Irvine
 University of California Los Angeles
 University of California San Francisco
 University of Phoenix - Northern California
 University of Phoenix - Southern California
 University of San Diego
 University of San Francisco
 University of Southern California
 The Valley Foundation School of Nursing at
 San Jose State University
 West Coast University – Los Angeles
 Western University of Health Sciences

Doctoral Programs (10)

Azusa Pacific University
 *CSU Fullerton
 Loma Linda University
 Samuel Merritt University
 University of California Davis

University of California Los Angeles
 University of California San Francisco
 University of San Diego
 University of San Francisco
 Western University of Health Sciences

* - New programs in 2011-2012

APPENDIX B – BRN Education Issues Workgroup

BRN Education Issues Workgroup Members

Members

Loucine Huckabay, Chair
 Audrey Berman
 Liz Close
 Brenda Fong
 Patricia Girczyc
 Marilyn Herrmann
 Deloras Jones
 Stephanie Leach
 Judy Martin-Holland
 Tammy Rice

Organization

California State University, Long Beach
 Samuel Merritt University
 Sonoma State University
 Community College Chancellor's Office
 College of the Redwoods
 Loma Linda University
 California Institute for Nursing and Health Care
 Kaiser Foundation Health Plan
 University of California, San Francisco
 Saddleback College

Ex-Officio Member

Louise Bailey California Board of Registered Nursing

Project Manager

Julie Campbell-Warnock California Board of Registered Nursing

**BOARD OF REGISTERED NURSING
EDUCATION/LICENSING COMMITTEE MINUTES**

DATE: January 9, 2013

TIME: 1000-1230

LOCATION: Ayres Hotel & Suites
325 Bristol Street
Costa Mesa, CA 92626

PRESENT: Michael Jackson, BSN, RN, Chair
Trande Phillips, RN
Raymond Mallel
Erin Niemela

STAFF PRESENT: Louise Bailey, EO; Stacy Berumen, AEO; Carol Stanford, Diversion SSM 1; Beth Scott, Deputy Chief ; Kathy Hodge, Deputy Chief; Julie Campbell-Warnock, Research Program Specialist; Miyo Minato, SNEC; Katie Daugherty, NEC; Leslie Moody, NEC; Janette Wackerly, SNEC; Kelly McHan, NEC; Kay Weinkam, NEC; Shelley Ward, NEC; Badrieh Caraway, NEC; Carol Mackay, NEC; Gloria Middleton, NEC; Laura Shainian, NEC; Jeanette Dong, Board Member; Cindy Cipres Klein, Board Member.

Michael Jackson called the meeting to order at 10:00 AM. Committee members introduced themselves. The committee agreed that program representatives presenting multiple programs for their school could group their presentations which would take some agenda items out of agenda order.

9.0 REVIEW AND ACCEPT MINUTES

October 30, 2012 Education/Licensing Committee (ELC) draft meeting minutes were presented.

ACTION: Accept the Minutes of October 30, 2012 as presented.

M/S/C: Trande Phillips/Erin Niemela

Public input: None

9.1 RATIFY MINOR CURRICULUM REVISION

- 9.1.1 California State University Long Beach Baccalaureate Degree and Entry Level Master's Degree Nursing Programs
- 9.1.2 San Francisco State University Baccalaureate Degree and Entry Level Master's Degree Nursing Programs
- 9.1.3 The Valley Foundation School of Nursing at San Jose State University Baccalaureate Degree Nursing Program
- 9.1.4 University of California, Irvine, Baccalaureate Degree Nursing Program
- 9.1.5 University of San Francisco School of Nursing and Health Professions Entry Level Master's Degree Nursing Program
- 9.1.6 Western Governors University Baccalaureate Degree Nursing Program
- 9.1.7 College of the Sequoias Associate Degree Nursing Program
- 9.1.8 Long Beach City College Associate Degree Nursing Program
- 9.1.9 Santa Barbara City College Associate Degree Nursing Program

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- 9.1.10 Sierra College Associate Degree Nursing Program
- 9.1.11 Ventura College Associate Degree Nursing Program
- 9.1.12 University of California, Davis, Family Nurse Practitioner Program (MSN and Post Master's Certificate Programs)

Acknowledge Receipt of Program Progress Report:

- 9.1.13 Dominican University of California Baccalaureate Degree Nursing Program
- 9.1.14 Samuel Merritt University Baccalaureate Degree Nursing Program
- 9.1.15 Western Governors University Baccalaureate Degree Nursing Program
- 9.1.16 ITT Technical Institute Breckinridge School of Nursing Associate Degree Nursing Program (Rancho Cordova)
- 9.1.17 Shepherd University Associate Degree Nursing Program

Leslie Moody, NEC, presented this report.

ACTION: Ratify Minor Curriculum Revisions and Acknowledge Receipt of Program Progress Report as presented.

M/S/C: Raymond Malle/Trande Phillips

Public input: None

9.2 CONTINUE APPROVAL OF PRELICENSURE NURSING PROGRAM

9.2.1 American University of Health Sciences (AUHS) Baccalaureate Degree Nursing Program.

Dr. Anita Bralock, Dean of SON represented the program.

Miyo Minato, SNEC, presented this report. Dr. Anita Bralock, PhD, RN, CNM, is Dean of SON and has been in this position since July 31, 2011. AUHS was founded in 1994 and is a private Christian-based minority-serving university of higher education. AUHS is accredited by the Accrediting Council for Independent Colleges and Schools (ACICS) and also has institutional approval from the Bureau for Private Postsecondary and Vocational Education (BPPVE). It received initial Board approval in September 2006 to start their 3-year (12 quarters) BSN curriculum. In November 2011, the SON underwent initial CCNE Accreditation and received a favorable review in meeting the standards and is awaiting the decision by the organization. Other degree programs AUHS offers are Bachelor of Science in Pharmaceutical Science, Master's of Science in Clinical Research, and is working to start a Doctorate in Pharmacy Program in 2013.

The Board conducted a continuing approval visit in place of the scheduled interim visit in October 2009 after receiving a complaint from a student and a faculty. The school was found to be in compliance with Board rules and regulations and received continue approval at the March 2010 Board meeting. This continuing approval visit, conducted on February 22 – 23, 2012 by Shelley Ward and Miyo Minato, NECs, was the first regularly scheduled school visit since the initial approval. The program had one area of non-compliance in CCR 1431 NCLEX Pass Rate, and two recommendations were given in CCR section 1424(b)(1) Systematic Program Evaluation Plan and section 1430 Previous Education Credit.

Since the initial program approval, the SON has experienced changes in Dean/Director of SON. Dr. Bralock is the fourth director of the SON. Dr. Bralock was the dean that provided directions to prepare for CCNE accreditation and the BRN's approval visit. Dr. Bralock also received assistance and mentoring for the accreditation and approval visits from UCLA's Dr. Joyce Newman-Geiger. The meeting with faculty indicated faculty's support and their team effort in meeting the standards and regulatory requirements as the curriculum is developed and implemented. There is close relationship among the faculty. There are 16 faculty teaching at AUHS, consisting of seven full-time and nine part-time, for the student enrollment of 141 BSN students. The program has graduated 61 students since 2007, and Cohorts 6 – 10 are currently in the program. The program admits students in Fall and Spring quarters, with cohort size of 30 to 40 students. Increasing diversity in nursing is a mission of the

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University, and the student population reflects this effort. There is a large percentage of students. Approximately 25% of students are male, approximately 93% of students are minorities, and Asian ethnicity making up about 60% of students.

Students reported that the strength of the program was supportive faculty and the assistance available for their learning needs on campus. They described the three year curriculum and the individualized attention they received as attracting them to the program. Students attend committee meetings and give input into their learning experiences. Skills Lab was adequate with supplies and equipped with low to mid-fidelity simulators. The program has plans to increase the use of simulation, including possible partnering to use Charles Drew University's Simulation Lab, particularly for pediatric experience. At the time of the visit, there were adequate clinical placements for the number of students they enrolled into the program. However, with the current lab space and other factors, expanding beyond current number of admission (40 students per quarter) would be a concern. The program is planning a minor curriculum change to add preceptorship experience into the final semester of med-surg course to facilitate transition into RN role.

One area the program is working with is streamlining analyses of data being collected to better utilize the information for program improvement and to increase their graduate's NCLEX-RN pass rate. The program has submitted a progress report with strategies to address the drop in their pass rate. The most recent quarterly report, July – September 2011 was 80% for first time takers. This trend will be monitored by the program.

Raymond Mallel asked about specifics of the reasons for the October 2009 visit and Miyo Minato clarified that faculty had reported concerns about their job role and students had reported dissatisfaction with course delivery, but that there were no findings of noncompliance during that visit. Raymond Mallel questioned the slow rise in NCLEX outcomes to which Dr. Bralock responded that students had previously been delaying taking NCLEX but they are now encouraged to take the exam within thirty days of graduation and the program has also strengthened the medical/surgical content to improve outcomes. Raymond Mallel inquired about the program's current capacity and whether this is manageable. Dr. Bralock informed that the program admits thirty students each Fall and Spring. Twenty-four students are scheduled to graduate this Spring and the program has been closely monitoring them to ensure they have adequate med/surg competency. Michael Jackson and Raymond Mallel asked about NCLEX preparation tools. Dr. Bralock advised that the program uses multiple tools including Kaplan which is currently paid for by the school but would be incorporated into fees in the future, and the full scope of ATI tools including individual content exams, NCLEX readiness exam and a four-day live review. Raymond Mallel asked about the BRN criteria for management of below threshold NCLEX pass rate performance. Miyo Minato informed that after the 2nd consecutive year of below 75% the NEC conducts a site visit, and recommends that action to continue approval for this program is deferred. The program will be required to provide a progress report, and in one year the program will either demonstrate improvement or the Board could consider placing the program on warning status.

ACTION: Defer Action to Continue Approval of American University of Health Sciences Baccalaureate Degree Nursing Program.

M/S/C: Erin Niemela/Trande Phillips

Public input: None

9.2.2 California Baptist University Baccalaureate Degree and Entry Level Master's Degree Option Nursing Programs

Dr. Geneva Oaks, Dean of the School of Nursing and Program Director, and Dr. Susan Drummond, Associate Dean represented the program.

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Badrieh Caraway, NEC presented this report. On October 10 - 11, 2011, Badrieh Caraway and Miyo Minato, NECs, conducted a regularly scheduled continuing approval visit to the prelicensure nursing programs at California Baptist University School of Nursing (CBU-SON). The program was found in compliance with Board rules and regulations, and one recommendation was given in CCR 1426.1(b)(6) Preceptor Records.

The Board approved CBU-SON to start a new BSN program in fall 2006 and approved a major curriculum revision to start the ELM option which accepted students in May 2008. The student enrollments have increased from the initial admission of 60 students (40 in Fall; 20 in Spring) to 100 per year (60 in Fall; 40 in Spring) in 2010. The total number of admissions to date into the BSN is 336 and to ELM program is 45. In addition to the prelicensure nursing programs, CBU-SON offers a RN-BSN program (started September 2006) and a MSN program (started January 2011).

There are adequate physical spaces and resources to support the increased number of students and faculty, such as a new Learning Resource Center (renovated 2008) that has classrooms, hi-fidelity simulation lab (five beds for adult, pediatric, birthing, and newborn models), two skills labs (nine and ten beds) with desks and chairs, and a computer lab (40 laptops). The university has leased a large classroom space from a church across the street to house a cohort of 60 students that started with the fall 2011 admission. Administration has future plans for the university that includes a new building for CBU-SON.

Staff support and faculty numbers have increased accordingly to reflect the growth of CBU-SON. In addition to the clerical and administrative support, there are Health Records Analyst, Clinical Site Coordinator, Skills Lab Director, and Technical Director (simulation and faculty support). There are 40 faculty members teaching in the program (21 full-time faculty and 19 part-time). There is institutional support for faculty development, research, and scholarly activities, including 75% tuition reimbursement for faculty members enrolled in doctoral programs.

Students reported rich learning environment and supportive faculty and praised the faculty members for their responsiveness to students' feedback. In addition to having student representatives, the students have an opportunity to meet to voice concerns during Director's Council that is held each semester. Students voiced no problems with their clinical experiences. However, the program is using all available schedules including a night shift for clinical placement in pediatrics to meet the required clinical experience. Interviews and document reviews showed implementation of their program evaluation, and faculty making changes based on analyses of data.

California Baptist University BSN NCLEX pass rate: 2008-09 95.45%; 2009-10 91.67%; 2010-11 85.71%. California Baptist University MSN NCLEX pass rate: 2009-10 100%; 2010-11 93.75%.

Trande Phillips asked about the quality of pediatric clinical rotations that are completed on night shift. Dr. Oaks reported that pediatric inpatient rotations are completed at CHOC and the faculty are employees of that facility so are very committed to ensuring the students receive a rich experience. Additional pediatric clinical experiences include use of simulation in the lab and also a day where families representing all ages come to the classroom to provide student experience with family-centered care. Dr. Drummond added that inpatient pediatric clinical sites are difficult to schedule but the school is fortunate to have the night shifts at CHOC which begin at 6pm, and that it is only one night shift rotation at CHOC and the students have other pediatric clinical rotation experiences during daytime hours.

ACTION: Continue Approval of California Baptist University Baccalaureate Degree and Entry Level Master's Degree Option Nursing Programs

M/S/C: Michael Jackson/ Ramond Mallel

Public input: A member of the public who introduced herself as an employee of CHOC stated that there is a lot of patient care activity on the pediatric units at night.

9.2.3 California State University, Channel Islands, Baccalaureate Degree Nursing Program

Dr. Karen Jensen, Chair of Nursing represented the program.

Badrieh Caraway, NEC presented this report. Karen Jensen, PhD, RN, Chair of Nursing has been the program director since Fall 2006. Coleen Nevins, MN, RN, Assistant Chair is the assistant program director. A scheduled continuing approval visit was conducted October 15-16, 2012 by Nursing Education Consultants Leslie Moody, Badrieh Caraway and Gloria Middleton. The program was found to be in compliance with BRN regulations. One recommendation was written regarding faculty resources CCR Section 1424(h).

California State University, Channel Islands (CSUCI), opened in 2002 and is the only public university in Ventura County. Although part of the public state university system, the major funding for establishing the university came from private sources and the university continues to benefit from strong community support. The university is WASC accredited.

The CSUCI baccalaureate degree nursing program received initial program approval from the BRN in 2007 and became CCNE accredited in 2010. The first student cohort of 66 generic nursing students was admitted August 2007 and graduated May 2010 with 84% subsequently passing NCLEX per program report. The initial cohort was split into two sub-cohorts of 33 students each, one of which completed all coursework at the university. The second sub-cohort completed lower division coursework at Moorpark College under a specially funded collaborative and then joined the primary cohort to complete upper division coursework at the university. This collaborative was not funded after the first year so subsequently all students were admitted only to the university track. From 2008 thru 2010 cohorts of 33 students have been admitted each Fall with an increase to 44 students for the Fall 2012 admission cohort. The current plan is to maintain admissions at this level which is considered to be optimally efficient for program delivery and fiscal management. In September 2010 the CSUCI nursing program received BRN approval to open an extension campus near Santa Barbara in Goleta. The extension was established in partnership with Cottage Health System of Santa Barbara and admitted the first cohort of 22 students in January 2012 - a new cohort of 22 students will be admitted annually each Spring. The curriculum content offered at the extension campus is the same as the primary campus but has minor variation in course sequencing and students complete in only two and one-half years due to a more concentrated course sequence and completion of all general education and nursing prerequisite courses prior to admission.

While attrition for the main campus cohort has been below 8%, attrition for the first cohort of Santa Barbara extension campus students is 35% with a loss of 8/22 students by the end of the second semester. Two students left to enter advanced practice programs (1 NP, 1 PA); two left because they could not meet the academic challenge; one stopped out due to commission of serious safety violation; one left due to personal illness; one is reconsidering nursing as a career; one decided against nursing as a career. Five are eligible to re-enter the program if they choose. The program director and faculty have been tracking and analyzing this phenomenon and are applying the information to develop modifications of recruitment and selection procedures for future admission cohorts at the extension campus.

In a well-attended meeting, the faculty described a high level of involvement by both full and part-time faculty with program monitoring and improvement as well as instructional delivery. Meetings were held with students of all levels at both campuses and these meetings were well attended. Students conveyed satisfaction with their many opportunities for involvement with program review and change

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recommendation. Some students of all groups reported they felt most challenged by the pathophysiology course and students at the extended campus expressed concern with the volume and density of material presented in the first semester. These concerns were shared with the faculty group whose past curriculum meeting minutes indicate some remedies have been tried and more are being developed to ensure a manageable level, scope and presentation of content for the pathophysiology course. Evaluation of the curriculum presentation at the extended campus is also under review to determine what revisions may be necessary to ensure student success. Students consistently emphasized their overall satisfaction with the quality and delivery of the nursing program and support services, specifically identifying faculty and program director support as strengths.

Separate meetings were held with Dr. Richard R. Rush, President and Dr. Dawn S. Neuman, Provost/Vice President for Academic Affairs. Both reported that there were no current plans for change to enrollment or delivery patterns of the nursing program. There was agreement that filling the two full-time faculty vacancies is a high priority concern that may require considering intermediate alternatives to qualifications requirements as a short-term solution while continuing to seek candidates that meet all university requirements for tenure track positions. The need for addition of an on-site assistant program director for the Santa Barbara extension campus as additional cohorts are enrolled at that site was acknowledged and endorsed by Dr. Rush and Dr. Neuman who confirmed that a plan is in place for this action. These university administrators were knowledgeable of the strengths and challenges experienced by the nursing program and expressed strong commitment to the program's continued success.

Michael Jackson asked about challenges in hiring faculty. Dr. Jensen reported that three full-time tenure track faculty have recently been hired and existing faculty are encouraged to complete a doctoral degree which is facilitated by availability of Chancellor's office funds to defray cost and adjusting teaching assignment schedules to accommodate doctoral coursework demands.

ACTION: Continue Approval of California State University, Channel Islands, Baccalaureate Degree Nursing Program.

M/S/C: Michael Jackson/Erin Niemela

Public input: None

9.2.4 California State University, Long Beach, Baccalaureate Degree and Entry-Level Master's Degree Nursing Programs

Dr. Loucine M. Huckabay, Director and Professor represented the program.

Shelley Ward, NEC presented this report. A continuing approval visit was conducted at the California State University Long Beach Baccalaureate and Entry-Level Master's Degree Nursing Programs by Shelley Ward, NEC, Miyo Minato, SNEC and Carol Mackay, NEC, on September 25-26, 2012. The program was found to be in compliance with the Board's rules and regulations. Two recommendations were given in the areas of CCR Section 1424 (d) – Resources and CCR 1425.1 (a) – Faculty Responsibilities.

The CSU School of Nursing is organized within the College of Health and Human Services. The undergraduate prelicensure programs include a generic "Basic" BSN degree option (3-yr), a trimester schedule BSN degree option (2-yr), an Accelerated Entry-Level BSN/MSN option (3-yr). Entry-Level Master's option students have a BSN degree conferred after completion of the prelicensure component of the program (18-months). The program has previously offered an accelerated BSN degree option. The School of Nursing also offers a RN-BSN program. Masters level programs include: nurse practitioner (5 specialties), CNS, Nursing Administration, MSN/MPH, MSN/HCA degrees. School Nurse Credential and post-master's degree certificates are also offered.

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Changes reported since the last BRN visit included: Moving into the new nursing building beginning in January 2010; change from a Department of Nursing to a School of Nursing (May 2010); revision of terminal program objectives and program outcome measures; admission of the first Doctor of Nursing Practice Degree Program students (Fall 2012/13 consortium with CSU Fullerton and CSU Los Angeles) .

Program strengths include stable long-term leadership provided by director and assistant director of the program (both appointed in 2001). The program director has been very influential and successful in securing a variety of grants and donations, and in building partnerships with clinical agencies to improve and expand program resources in many significant ways. This has resulted in increased physical space, equipment and capacity for offering nursing program options and in meeting specific instructional needs of students.

Program concerns were related to replacement of tenured senior full-time faculty losses due to retirements over the last 5-years given the budgetary climate California education programs are facing. The consultants discussed the situation with the Dean responsible for the program to gain insight into future plans for faculty.

The program is working collaboratively with local community colleges that offer an Associate Degree in Nursing program on seamless student transition plans. The existing curriculum (137 Units) is under review to determine potential modifications that would reduce the total program units for degree completion to 120.

NCLEX- RN examination outcome scores for first-time test takers has exceeded BRN requirements in a sustained manner over the last six years, ranging from 84.52% to 97.38%. The program tracks NCLEX examination outcomes for each program option on an ongoing basis.

ACTION: Continue Approval of California State University, Long Beach, Baccalaureate Degree and Entry-Level Master's Degree Nursing Programs.

M/S/C: Raymond Mallel/Michael Jackson

Public input: None

9.2.5 California State University, Los Angeles, Baccalaureate Degree Nursing Program and Entry Level Master's in Nursing Program.

Dr. Cynthia B. Hughes, Director – School of Nursing and Dr. Lorie Judson, Assistant Director represented the program.

Leslie Moody, NEC presented this report. Cynthia B. Hughes, RN, EdD has served as faculty in this program since September 2000, became acting director in 2008 and was appointed as director in June 2009. Lorie Judson, RN, PhD was BRN approved and appointed to the assistant director position in 2007. Nursing Education Consultants Leslie A. Moody, Carol Mackay, Shelley Ward and Gloria Middleton conducted a regularly scheduled continuing approval visit for the California State University, Los Angeles (CSULA), Baccalaureate Degree (BSN) and Entry Level Master's in Nursing (ELMN) programs on November 6-8, 2012. The program was found to be in compliance with BRN rules and regulations. Recommendations were made regarding Section 1424(b)(1) related to evaluation of the total program and Section 1424(d) related to simulation/skills lab. The program submitted an acceptable plan of action to address these concerns.

The CCNE accredited CSULA school of nursing is one of the oldest in California and the college campus is a designated minority service and Hispanic serving institution. The nursing students are ethnically, economically and culturally diverse, and include a large male population ranging from 18.6-23.5% in the most recent 5-year period. Admission applications to the impacted generic BSN program exceed the

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available spaces by almost 10:1. Fifty to sixty students are admitted every Fall, with total program enrollment approximately 275 at the time of visit. Annual NCLEX outcomes are consistently above minimum threshold, ranging 81.43%-95.35% for the past five years. The most recent graduate survey shows 94% found RN employment in the year following graduation.

The ELMN program accepts students who have earned a non-nursing baccalaureate degree and admitted the first cohort in Summer 2004. Approximately 20 students are admitted each summer with a total current enrollment of 84. In the first 15 months of the program students complete prelicensure coursework. NCLEX outcomes for this program are consistently above threshold ranging 91.89%-100% for the past five years, with 100% pass for two of the five years. After achieving RN licensure the students select an MSN option to complete the ELMN program. Although the ELMN program was originally planned to be completed within 3 years, many students require 4-6 years to complete the program and obtain their master's degree – 65% of cohort 3 completed by the end of 4 years; 79% of cohort 4 completed by the end of 4 years; 67% of cohort 5 completed by the end of 4 years; 55% of cohort 6 completed after 3 years. Reasons for delayed completion include dropping to part-time student status due to employment as an RN, taking a semester hiatus from the program following licensure and entering an NP track that takes longer to complete due to additional units required. Program leadership and faculty have been tracking program completion data and are conducting a thorough evaluation of the program to determine where revisions may be needed to improve on-time program completion.

One skills training area has 8 exam rooms, each set up with equipment and supplies for realistic practice. Skills training and simulation are also conducted in a large seven bed lab equipped with one hi-fidelity and six mid-fidelity mannequins (infant, adolescent and adult). Faculty are continuing to expand the use of simulation so that it will be utilized for instruction in all five major content areas. Plans for expanding the use of simulation in program instruction and offering training opportunities for clinical partner staff require increasing the simulation lab space and equipment, and addition of a faculty member to oversee this instructional activity. A previous plan for expansion of the lab space had to be abandoned due to multiple construction issues. The program has a university leadership approved new plan in place for future expansion of the physical lab space that will be completed by Fall 2014, and immediate addition of a lab coordinator faculty with the recruitment/selection/hiring process to be completed within the next 6 months.

Students express overall satisfaction with the program delivery and the significance of their role in program review and improvement forums. They have a strong sense of community within their student group, feel well supported by faculty and are confident in the strength of the curriculum. Recent program improvements implemented in response to student input include addition of student support staff, creation of a system to address student grievances within the nursing department, strengthened orientation programs, and assignment of each student to an individual advisor.

The self-study identifies program strengths that include connectedness with the community, strong fiscal support, competent faculty and program leadership, solid curriculum, established clinical partner relationships and positive program outcomes. These areas of strength were confirmed during the visit. Areas planned for improvement identified by the program include expansion of simulation space and faculty, addition of faculty for the graduate program, evaluation of the ELMN program, and strengthening of departmental processes including data capture. Curriculum is under review to determine revisions that may be necessary to reduce total units for graduation to 120 and to continue work with a regional consortium for seamless transition for BSN transfer and degree completion students.

Michael Jackson asked if there were challenges maintaining faculty levels to which Dr. Hughes responded that the program develops their own faculty as much as possible.

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ACTION: Continue Approval of California State University, Los Angeles, Baccalaureate Degree Nursing Program and Entry Level Master's in Nursing Program.

M/S/C: Raymond Mallel/Trande Phillips

Public input: None

9.2.6 California State University, San Marcos, Baccalaureate Degree Nursing Program

Dr. Denise Boren, Program Director represented the program.

Leslie Moody, NEC presented this report. In August 2010, Denise Boren, PhD, MSN, RN, previously the assistant director was assigned as the interim director when Dr. Judy Papenhausen, program director began leave pending retirement. Following Dr. Papenhausen's full retirement in January 2011, Denise Boren continues as the interim program director and Pamela Kohlbry, PhD, MSN, RN, is the assistant director. On October 18-19, 2011, Leslie A. Moody, NEC and Miyo Minato, SNEC conducted a scheduled continuing approval visit. The program was found to be in compliance with all BRN regulations. Two recommendations were made to strengthen the program evaluation plan (CCR Section 1424(b)(1) and student clinical experiences (CCR Section 1427(c)(1)).

California State University, San Marcos school of nursing opened at the main San Marcos campus in August 2006 with admission of one generic cohort of 44 students and 2 LVN-BSN students, and additional cohorts were admitted in Spring 2007 and Fall 2007. In November 2007, the BRN approved an Accelerated BSN option (ABSN) and the first ABSN cohort was enrolled in Spring 2008. In 2008 a satellite campus was opened in Temecula (approximately 35 miles from San Marcos) and an ABSN cohort was admitted to this location in Fall 2008. Currently one generic cohort (each Fall) and one accelerated cohort (each Spring) are admitted each year to the San Marcos campus, and two accelerated cohorts are admitted to the Temecula campus each year, one in Spring and one in Summer. Enrollment in all tracks at both sites as of this visit was approximately 174 students. The program currently admits 4 VN to BSN students to the generic student cohort each Fall and hopes to increase this number in the future due to the need identified in the community. The program is also working on developing a partnership with Donovan Prison which has requested the program offer an online VN to BSN program cohort.

NCLEX-RN first time test taker pass rates are: 2008-09 95.35% (43); 2009-10 80.65% (93); 2010-11 90% (130). The dip in results for 2009-10 is attributed by the program director to a temporary trial lowering of the acceptable score for the ATI predictor exam. The passing minimum threshold was subsequently re-set to the previous level and there was a corresponding increase in NCLEX success for 2010-11. The program's graduates are well respected by the area's clinical facilities and the director reports almost 75% post-graduation employment within the first six months and 100% by the end of the first year per survey results and anecdotal information obtained by the program from graduates and their employers.

The program has implemented a BRN approved (October 2010) minor curriculum change in February 2011 that added a pharmacology course in the first program semester and increased the content of the existing Pathophysiology and Pharmacology of Nursing Practice course in response to the need for additional learning identified by both students and faculty. Pediatrics and obstetrics courses were re-sequenced to allow greater access to clinical facility placements. The program director and faculty are currently working on additional curriculum revision that will be presented for review and approval at the end of this calendar year.

In meetings with faculty it was found that they operated with strong teamwork and sense of ownership of the curriculum. Faculty cite strong collaborative leadership and collegiality among the faculty as traits

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that contribute to the program's success. The program currently has 14 full-time and 30-40 part-time faculty employed to deliver the curriculum, and intends to add an additional 2 full-time faculty over the next two years. Meetings with students revealed they felt their input regarding the program delivery and curriculum was attended to and acted upon. The program's self-study cited strengths in the areas of previous and current program leadership, seasoned and creative faculty, faculty (full-time and part-time) committed to curriculum review, low attrition (<1%), strong active student participation in program improvement and in their student nursing associations, and excellent relationships with clinical and community partners. Areas needing improvement cited in the self-study were the need for more staff to allow additional attention to program data capture/analysis/action, and continuing to improve the distance learning methodologies and technology application. Plans are in place to create improvement in both areas.

NECs met with Dr. Don Chu, Dean, who is the college administrator for the nursing program. Dr. Chu expressed strong support for and pride in the nursing program, and commitment to ensuring the program continues to receive support to maintain the quality of instruction. The Dean described two alternative plans for either new construction or remodeling of a current building space to provide adequate space for the program to expand in the future. The new housing for the program is tentatively planned to be completed in 2015 and will be at the main San Marcos campus.

Faculty of the program have embraced the use of simulation in the program. Simulation labs at both campuses utilize low, mid and high fidelity mannequins. Three faculty have achieved high levels of certification in the instructional use of the simulation technology. Simulation is found to be utilized in a thoughtful, well-informed and productive manner in the program's instructional delivery. Course faculty participate in simulation observation, role-playing in the scenarios and debriefing with the students following the simulation exercise.

The program offers international community health experiences to students as an optional elective opportunity and is working within the local community to establish similar service experience opportunities. Summer internships for students offer experiences that are highly valued by students who participate. CSUSM offers a well-constructed, prepared and conducted program of prelicensure nursing education.

Trande Phillips noted the clinical experience opportunities that also served the community and Michael Jackson asked whether this approach was being shared with the nursing education community. Dr. Boren reported that this clinical approach had been shared with other program directors and was also presented by faculty to Sigma Theta Tau.

ACTION: Continue Approval of California State University, San Marcos, Baccalaureate Degree Nursing Program.

M/S/C: Michael Jackson/Trande Phillips

Public input: None

9.2.7 Allan Hancock College Associate Degree Nursing Program

Program representative was unable to attend due to an emergency.

Shelley Ward, NEC presented this report. Daphne Boatright, BSN, MEd, RN, Professor, Associate Degree Nursing Program is the program director. A continuing approval visit was conducted at the Allan Hancock College (AHC) Associate Degree Nursing Program by Shelley Ward, NEC, Miyo Minato, SNEC and Gloria Middleton, NEC, on October 22 and 23, 2012. The program was found to be in non-compliance with the CCR Section 1426(a) – Required Curriculum. Three recommendations were given in the areas of CCR Section 1424 (a) - Philosophy and Objectives; CCR Section 1424 (b) (1) – Program

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Evaluation; and CCR Section 1426(a) – Curriculum. The program submitted a progress report responding to the area of non-compliance and to the recommendations.

The Allan Hancock Joint Community College District is a one-college district located on the central coast of California. The district includes the campus in Santa Maria where the ADN program is located, and centers in Lompoc, at Vandenberg Air Force Base and in the Santa Ynez Valley. The ADN program is BRN approved as an LVN-RN program. The first ADN class graduated in December 1990. All students that enter the program are either licensed LVN's or graduates of approved vocational nursing programs who are required to take the NCLEX-PN examination and receive their LVN license by the end of the first semester of the RN program. The ADN program is organized within the Health Sciences Department of the college. The department also includes the LVN, CNA, Dental Assistant, and Medical Assistant programs.

The ADN program is a one year two-semester program offered annually. Students begin the program upon completing pre-requisites courses and meeting admission requirements in January and conclude the program in December. Approximately 75% of students that graduate from the AHC LVN program in December also meet eligibility requirements to enter the ADN program. Other students that are admitted to the program come from a variety of backgrounds such as the military, clinic and long-term care settings. There were a total of (36) second semester students in the program at the time of the visit. Enrollments over the last few years have been between 36-40 students fluctuating in relationship to enrollment growth focused grants that support additional faculty and other program resources.

Some of the changes reported since the last BRN visit included: initiating a new merit based admission formula in 2009 that has additionally been modified for students entering in 2014; integration of high-fidelity simulation into clinical course rotations; inclusion of Assessment Technologies Institute (ATI) Comprehensive Assessment Review Program into coursework.

The program identified that there has not been a major curriculum revision since 2005 and that review, analysis and redesign is anticipated. Consultants reviewed concerns about the curriculum with the faculty, and with program administration regarding several areas including; the explicit linkages to LVN program elements, lack of specificity to the practice of registered nursing, changes in course hours and content that had not been approved, and leveling of content for prelicensure students. Consideration of utilizing a consultant to assist faculty is under consideration however, would need to be resourced through a grant funded initiative. The program continues with initiatives for articulating a seamless transition for ADN students to pursue a BSN degree at California State University Channel Islands.

Annual NCLEX Pass Rates For First Time Candidates: 2011-2012- 86.49%; 2010-2011- 84.85%; 2009-2010- 80.00%; 2008-2009- 80.00%.

Shelley Ward reported that the program is currently fully in compliance and the program submitted an acceptable action plan to resolve areas of recommendation.

ACTION: Continue Approval of Allan Hancock College Associate Degree Nursing Program.

M/S/C: Michael Jackson/Erin Niemela

Public input: None

9.2.8 College of the Sequoias Associate Degree Nursing Program.

Karen Roberts, Program Director represented the program.

Kelly McHan, NEC presented this report. College of the Sequoias, a community college located in Visalia, is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC/WASC). The associate degree nursing program is one of several programs within the college's

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Registered Nursing and Allied Health Division. The first RN class graduated in 1972. Karen Roberts MSN, CNS, RN, has served as director since 2008. Belen Kersten, MSN, RN, is the assistant director. A continuing approval visit was conducted on November 13-15, 2012 by Kelly McHan, Nursing Education Consultant. The program was found to be in compliance with regulation and three recommendations were made related to Section CCR 1426(b) with reference to CCR 1443.5 and B & P Code Section 2725(b)(2) Medication Administration, CCR 1424(d) with reference to 1424(h) Faculty, and 1426 (b) with reference to 1424(d) Curriculum and Resources. The program provided written plan to address the recommendations.

The program's strengths include a cohesive faculty that is committed to student success. "Hospital Rock," a new Nursing and Allied Health building provides dedicated classroom, computer testing, and skills and simulation lab spaces, as well as the program's administration and private faculty offices. The program is highly valued in the community and enjoys traditional longstanding relationships with its clinical affiliates.

Like all public nursing programs that rely on state funding, the program is challenged by reductions in state revenue and community support through partnerships and grants. These combined forces stalled an expansion project, halted a major curriculum change, and necessitated a decrease in student enrollment into the program. Student enrollment reached a high of 100 admissions per year in 2009, which was decreased to 40 students enrolled per semester for academic year 2012-2013. Clinical placement of students has been impacted by new and expanded programs in the area.

The curriculum includes 67.5 total units for licensure, of which 21.5 units are theory and 22 units are clinical. Total units for graduation range from 78.5 to 80.5, depending on the student's P.E. requirement. The Community College Chancellor's formula is used for admission into the program. Attrition rates have ranged from 2%-10% since for academic years 2004-5 to 2010-11, while the average for associate degree programs for academic year 2010-2011 is 18.7% statewide. NCLEX pass rate: 2009-10 89.03%; 2010-11 90.14%; 2011-12 79.07%; 2012-13 Jul-Sep 89.29%.

Ms. Roberts reported that program enrollment had reached over 300 students at one time but due to the economic downturn is now approximately 160. Michael Jackson asked how fixed cost resources of the program were managed when the enrollment decreased to which Ms. Roberts replied that early retirements decreased faculty when funds decreased but that the program continued to maintain the same faculty:student ratio.

ACTION: Continue Approval of College of the Sequoias Associate Degree Nursing Program.

M/S/C: Michael Jackson/Ramond Mallel

Public input: None

9.2.9 Los Angeles Southwest College Associate Degree Nursing Program

Catherine Azubuike, Department Chair and Program Director represented the program.

Miyo Minato, SNEC presented this report. Catherine Azubuike, RN, MSN is the Chair of the Department and the Program Director, appointed to the position in April 2008. On October 29 and 31, 2012, Miyo Minato and Badrieh Caraway, NECs, conducted the regularly scheduled continuing approval visit at LASC. One area of non-compliance was found in CCR 1431 Licensing Exam Pass Rate Standard. One recommendation was given in CCR 1425(f) Content Expert.

LASC, located in the southern part of Los Angeles, was started in 1967 and has established itself as an educational and cultural hub of the communities in the area. Current enrollment exceeds 8,500 and the Nursing Program is a premier program on campus. Over the last five years, the College has undertaken an extensive building program that includes the building of the Allied Health Building, with the plan to

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expand the College's Health Occupations Program. Currently the Nursing Department is in a temporary building in the Academic Village since Summer 2010. The expected date of completion of the new Allied Health Building is Spring 2014. Due to the capacity limitation, the program admits 32 students each semester. Their enrollment number has not been filled due to students not meeting TEAS requirements. The total nursing student enrollment currently is 89. Resources reviewed were adequate for the number of students in the program. Staffing included a Lab Coordinator in the Skills/Sim Lab for open access to the lab available 40 hours/week. There is sharing of the space when a class is scheduled. The program has enjoyed several grants, including the grants from the Community College Chancellor's Office.

Since the last continuing approval visit, there have been major changes in the LASC Nursing program. There is a new Program Director, influx of faculty members new to teaching nursing, cohesive team working on curriculum development, and supportive administration. In 2011, the program held a curriculum development meeting with a QSEN consultant to help faculty incorporate QSEN concepts into their courses. With the additions of Human Simulators, the program has integrated simulation experience into the clinical courses. Course syllabi and clinical evaluation tool reflect these changes made. The program has not been successfully in implementing the preceptorship in their last Advanced Med-Surg course due to lack of available preceptors but plans to implement it in the future. Another future program plan includes obtaining NLNA-C Accreditation for their ADN Program.

One area that the program has emphasized is the success strategies with their students to improve student success with the ADN Program and with NCLEX testing. These strategies included "Boot Camp" that prepares entering students, advisement and Student Success Center that provides academic assistance, Faculty-led Workshops, Elective Tutorial courses. The First-Time NCLEX Pass Rate showed improvement from 2006-07, 73.3% and was above 75% during the past four years, ranging from 79.6% to 86.9%. However, most recent pass rate, 2011-2012 was 73.3%. The first quarterly NCLEX report for 2012-2013 (July-Sept 2012) showed a pass rate of 80% (8/10 passed). The program plans to review individual candidates and conduct thorough analysis to address this decreasing trend.

On November 30, 2012, the program submitted a progress report responding to the findings from the visit. NEC Recommendation to ELC: Defer action to continue approval. Next Progress Report is due July 1, 2013.

Miyo Minato reported that at the time of the visit the program's NCLEX pass rate had suddenly dropped below the required minimum 75%. Trande Phillips asked about delay between graduation and taking NCLEX, to which Ms. Azubuike responded that the college's admission records department was delayed in issuing transcripts to the BRN due to low staffing and retirement of experienced staff. The nursing program used some grant funds to pay for additional staff hours in the records department so that student licensure/NCLEX eligibility applications can be expedited. Trande Phillips asked how that solution will be sustained in the absence of future grant funds to which Ms. Azubuike responded that the college leadership has committed to general funding when grant funds are no longer available. Miyo Minato reported that the program had not been closely tracking students as they moved to program completion but that is now being done, and the program's NCLEX outcomes will be monitored for improvement.

ACTION: Defer Action to Continue Approval of Los Angeles Southwest College Associate Degree Nursing Program.

M/S/C: Michael Jackson/Erin Niemela

Public input: None

9.2.10 Moorpark College Associate Degree Nursing Program

Carol Higashida, MN, RN, CNS, Health Sciences Coordinator, Director of the Associate Degree Nursing Program represented the program.

A continuing approval visit was conducted at the Moorpark College Associate Degree Nursing Program by Shelley Ward, NEC and Miyo Minato, SNEC, on November 9&10, 2011. The program was found to be in compliance with Board rules and regulations. Two recommendations were given in the area of CCR Section 1424 (h)-Administration/Organization, Content Expert; and one recommendation in the area of CCR Section 1426 (f) – Required Curriculum. The program provided a progress report responding to the recommendations.

The college underwent reorganization in 2010, and the Health Sciences Department was moved to the Division of Student Learning that includes the Exotic Animal Training and Management Program, the High School at Moorpark College, and the Life Sciences Department. The nursing program moved into a new state-of-the-art Health Sciences Center to begin the Fall 2011 semester, expanding the space for the program.

College administration supported the approval and hiring of two new full-time tenure track nursing faculty positions, and one full-time non- tenure track nursing faculty position (grant funded) in 2010-2011. The program receives a variety of grants resulting in increased student enrollments, and for funding faculty and staff positions. Administration expressed their plans and commitment to support key grant funded positions with college resources as grant funding sources decline, as demonstrated by the transition of a grant funded clerical position into the general fund.

The nursing content in the curriculum is organized into (4) semester long courses, in which each semester course is divided into part one and part two theory/clinical components. Different lead faculty are responsible for each course part. Clinical labs in the medical-surgical content areas have combined student groups with 1st and 2nd semester students together as a group, and with 3rd and 4th semester student group combinations. Both students and faculty expressed the benefits to student learning in the clinical setting using this organization configuration.

The faculty has embraced incorporating technology into the curriculum. Core nursing courses were revised in 2007 to include online components, giving them a hybrid designation. Faculty use iPod Touch devices to podcast lectures. Clinical simulation using high-fidelity equipment, the introduction of the Nurse Squared electronic health record application, and the use of Turning Point clickers in the classroom have been implemented to augment instruction.

Program evaluation has identified attrition to be an area of concern and focus, especially in the first semester. The program has implemented changes to the admission criteria, established targeted remediation plans, and established a variety of student success strategies to address this area. Annual NCLEX first time candidate pass rates from 2002-2012 have consistently exceeded BRN requirements, ranging from 81.36% to 100% in 2011-2012.

The program has a vigorous student volunteer culture with students serving as peer mentors, Clinical Teacher Aids, through the nursing student association and outreach to the local community. Students are also encouraged to continue their nursing education through collaborative efforts such as the ADN to BSN Fast Track with CSU Channel Islands.

Raymond Mallel asked which facilities were used for clinical rotations. Ms. Higashida reported that clinical facilities included Simi Valley, Los Robles, Ventura County and Los Angeles County.

ACTION: Continue Approval of Moorpark College Associate Degree Nursing Program.

9.2.11 Ohlone College Associate Degree Nursing Program.

Rosalie Scofield, Program Director represented the program.

Kelly McHan, NEC presented this report. Ohlone College District is a single community college district serving the east bay. The program received initial BRN approval in 1972 and has earned unconditional accreditation by the National League for Nursing Accrediting Commission through 2018. The college is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC/WASC). Rosalie Scofield, MSN, RN, has served as director since March, 2011. Carrie Dameron, MSN, RN, is the assistant director.

A continuing approval visit was conducted on October 10-12, 2012 by Kelly McHan, NEC. The Report of Findings included no areas of non-compliance and four recommendations to strengthen the program were made: CCR 1424(d) with reference to CCR 1424(h) Faculty; CCR 1424(h) with reference to CCR 1420(f) and CCR 1425(f) Content Expert; CCR 1426.1 Preceptor Selection; and CCR 1427(c) Clinical Facilities. The program provided a written response to the findings.

The program enrolls 22 students each fall and spring semesters for a total enrollment of 88 students per year. Admission is highly impacted and selection of eligible students is based on a random lottery process. Licensed Vocational Nurses and Psychiatric Technicians may be admitted into the third semester as advanced placement students on a space-available basis following completion of prerequisites, required transition courses and validation of previously acquired knowledge and skills through written and skills testing.

The program's multiple strengths include a respected, cohesive faculty that maintains high standards for student performance; mutually supportive and stable clinical affiliations with multiple agencies; and, strong support from the college administration. Students express pride in their rigorous program and convey appreciation for the faculty's commitment and support both in and out of class time. The program enjoys an earned reputation for academic excellence and strong clinical performance in clinical affiliates and the community. The Newark Center for Health Sciences and Technology, a state-of-the-art satellite campus, houses the nursing program.

Due to the combined forces of budgetary restrictions imposed by the college in response to the significant reduction in state funding, the program has been unable to hire full time faculty to fill open positions in psych/mental health and pediatric nursing. There are currently three open FTEs. In order to meet the need, the program has re-assigned remaining faculty and utilized part-time faculty to cover these positions.

Attrition rates for the last 5 years have ranged from 6.7% in 2007 to 18% in 2011.

NCLEX pass rate: 2009-10 95.83%; 2010-11 96.61%; 2011-12 94.12%.

Ms. Scofield clarified that the program's campus is located in Newark. Michael Jackson asked about a plan to fill the three full-time faculty vacancies. Ms. Scofield informed that the economy was preventing immediate hiring but the program hopes to hire one faculty each academic year in the coming three years. Erin Niemela asked if the hiring plan would ensure one full-time faculty employed for each major content area and when this would be accomplished. Ms. Scofield reported that there is currently only one content area without a full-time faculty but that reassignments for the next semester would ensure a full-time faculty employed for each content area.

ACTION: Continue Approval of Ohlone College Associate Degree Nursing Program.

9.3 CONTINUE APPROVAL OF ADVANCED PRACTICE NURSING PROGRAM

9.3.1 Azusa Pacific University Nurse Practitioner Program

Dr. Bonita Huiskes, Program Director represented the program.

Badrieh Caraway, NEC presented this report. Azusa Pacific University (APU) is a Christian based university located in Azusa California. The Nurse Practitioner Program (NPP) is offered on the main campus and at the APU San Diego and San Bernardino campuses. Carol Mackay and Badrieh Caraway, NECs, conducted a continuing approval visit at APU (main campus) on November 16, 2011. The APU NPP was found in compliance with all of the BRN regulations. There were no NPP recommendations.

The APU NPP prepares nurses for advanced practice in primary care in four specialty areas: Family Nurse Practitioner (FNP), Adult Nurse Practitioner (ANP), Pediatric Nurse Practitioner (PNP), and Psychiatric Mental Health Nurse Practitioner (PMHNP). Each NPP is offered within the MSN degree program at APU. The number of required NPP semester units varies by specialty: all of the specialty program unit requirements exceed the BRN minimum standard of 30 semester units. The ANP and PNP programs each requires 31 semester units; the FNP program requires 33 semester units; and the PMHNP program requires 39 semester units. Each specialty program also meets or exceeds the BRN required 12 semester units of clinical practice. Students completed a total of 12 semester units in clinical practice in the ANP, PNP, and PMHNP programs. Students in the FNP program complete a total of 13 semester units in clinical practice. At the time of the site visit, the total NPP student enrollment was 232 students. Student enrollment by specialty was: FNP (170), ANP (29), PNP (14) and PMHNP (19). Student enrollment by campus: Azusa (203), San Diego (23) and San Bernardino.

A total of 26 faculty members teach in the NPP: eleven full time faculty members and sixteen part time (adjunct) faculty members. All clinical faculty members are currently working as Nurse Practitioners or Clinical Nurse Specialists. NPP strengths include a stable dedicated faculty and strong administrative leadership. The APU NPP is recognized both on the campus and in the local community for its excellence and quality of the graduates. The BRN staff recommendation is for continued approval of the Azusa Pacific University Nurse Practitioner Program.

ACTION: Continue Approval of Azusa Pacific University Nurse Practitioner Program.

M/S/C: Michael Jackson/Erin Niemela

Public input: None

9.3.2 California State University, Long Beach, Nurse Practitioner Program

Dr. Loucine Huckabay, Program Director represented the program.

Shelley Ward, NEC presented this report. Dr. Savitri Carlson is co-director of the NPP. Dr. Margaret Brady (Pediatric Nurse Practitioner) is consultant to the NPP. Carol Mackay and Shelley Ward, NECs and Miyo Minato SNEC conducted a continuing approval visit at CSULB on September 25-26, 2012. The NPP was found in compliance with all of the BRN regulations. Two recommendations were made related to: CCR Section 1484(d)(10) - Instruction in diagnostic and treatment procedures and CCR Section 1484(d)(11)-Preceptors.

The CSULB NPP prepares nurses for advanced practice in primary care in five specialty areas: Adult /Geriatric Nurse Practitioner (AGNP), Family Nurse Practitioner (FNP), Psychiatric Mental Health Nurse Practitioner (PMHNP), Pediatric Nurse Practitioner (PNP), and Women's Health Nurse Practitioner (WHNP). Each of these specialty options has a nationally certified NPP faculty coordinator overseeing the day-to-day for the option.

Each NP specialty option is offered in conjunction with the MSN degree program at CSULB. The number of required NPP semester units varies by specialty: all of the specialty option unit requirements exceed the BRN minimum standard of 30 semester units. The AGNP, FNP and PMHNP each require 32 semester units; WHNP requires 35 semester units; and PNP requires 38 semester units. Each specialty option also exceeds the BRN required 12 semester units of clinical practice. Students completed a total of 13 semester units in clinical practice in the AGNP, FNP, PMHNP, and WHNP options. Students in the PNP option complete a total of 16 semester units in clinical practice. At the time of the site visit, the total NPP student enrollment was 416 students. Student enrollment by specialty was: AGNP (67), FNP (220), PMHNP (46), PNP (42), and WHNP (41). A total of 18 faculty members teach in the NPP: ten full time faculty members and eight part time faculty members. All clinical faculty members are currently working as Nurse Practitioners.

During the site visit two problems were identified resulting in recommendations to the program. One of these was inconsistent instruction in performing diagnostic and treatment procedures in the clinical specialty courses. The second problem related to the Student Clinical Placement System. This system was implemented the previous academic year and there was confusion among both students and faculty regarding who was responsible for obtaining the student preceptors. Also, there was insufficient assigned staff time for implementing the Student Clinical Placement System. Subsequent to the visit the CSULB NPP has submitted a progress report to the Board responding to the two recommendations.

NPP strengths include a stable dedicated faculty. The CSULB NPP is recognized both on the campus and in the local community for its excellence and quality students. There is variety and richness of clinical experiences available to students, as well as a dedicated cadre of preceptors. At this time, the staff recommendation is for continued approval of the CSULB NPP. A progress report on implementation of the Student Clinical Placement System is required.

Dr. Huckabay expressed appreciation for the program visit in that it encourages the university to add needed resources. She also reported that securing clinical placements is very challenging.

ACTION: Continue Approval of California State University, Long Beach, Nurse Practitioner Program.

M/S/C: Michael Jackson/Trande Phillips

Public input: None

9.3.3 California State University, Los Angeles, Nurse Practitioner Program

Dr. Cynthia B. Hughes, Director, School of Nursing represented the program.

Leslie Moody, NEC presented this report. Dr. Thomas Barkley, Jr. (Acute Care Nurse Practitioner) is the director of the California State University, Los Angeles (CSULA) Nurse Practitioner Program (NPP). Each of the four specialty options has a co-director, called an Option Coordinator, who is responsible for managing the specialty option. At the time of the visit, two Option Coordinators were on-leave. All of their duties were being performed by others in their absence.

Carol Mackay and Leslie Moody, NECs conducted a continuing approval visit at CSULA on November 6-8, 2012. The NPP was found in non-compliance with one of the BRN regulations: CCR Section 1484(d)(11)-Preceptors. There were no NPP recommendations.

The CSULA NPP prepares nurse practitioners to provide primary care in four specialty areas: Adult Primary Care Nurse Practitioner (ANP), Adult Acute Care Nurse Practitioner (ACNP), Family Nurse Practitioner (FNP) and Family Psychiatric Mental Health Nurse Practitioner (PMHNP). The Pediatric Nurse Practitioner option was suspended effective fall 2011 due to insufficient enrollment numbers. The

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curriculum of the PMHNP option was recently revised to incorporate the FNP competencies. This revision is consistent with the new national standards.

Each NP specialty option is offered in conjunction with the MSN degree program at CSULA. The number of required NPP quarter units varies by specialty: all of the specialty units requirements exceed the BRN minimum standard of 45 quarter units. The ANP requires 50 quarter units; the ACNP requires 53 quarter units; the FNP requires 60 quarter units; and, the PMHNP requires 64 quarter units. Each specialty option each exceeds the BRN required 18 quarter units of clinical practice. Students complete 18 quarter units in the ACNP option. The ANP option consists of 19 quarter units. The FNP and PMHNP options each contain 22 quarter units. At the time of the site visit, the total NP student enrollment was 184 students. Student enrollment by specialty was: ANP (48), ACNP (65), FNP (61) and PMHNP (10). Many of the NP students in the FNP option are in CSULA's Entry Level Master's in Nursing Program.

A total of 18 faculty members teach in the NPP: eight full time faculty members and ten part time faculty members. Three non-NP faculty members are teaching in the NP core and specialty courses: two physicians and one CNS. All three of these faculty members have the requisite education and clinical competence for their teaching assignment.

With respect to the area of non-compliance, the CSULA NPP considered obtaining preceptors a shared responsibility between students and faculty. In addition to students being required to find their own preceptors, other problems included student transporting written documents between the SON and the clinical site in order to facilitate the contract process and delays in starting preceptorships because of difficulties finding a preceptor and/ or securing a new contract. Subsequent to the visit the CSULA NPP has submitted a progress report to the Board with an acceptable plan and time line for correcting this area of non-compliance.

NPP strengths include the richness and high quality of the preceptor experiences. CSULA also has many graduates of their own program teaching in the NPP. The staff recommendation is for continued approval of the CSULA NPP. A Progress Report on implementation of the program's Student Clinical Placement system is due in twelve months.

ACTION: Continue Approval of California State University, Los Angeles, Nurse Practitioner Program.

M/S/C: Michael Jackson/Trande Phillips

Public input: None

9.4 REPORT OF INCOMPLETE NEW PRELICENSURE PROGRAM APPLICATIONS

Leslie Moody, NEC presented this report. The California Code of Regulations, Section 1421(a)(4) regarding the Application for Approval of proposed new prelicensure programs requires that: After acceptance of the feasibility study by the board, and no later than six (6) months prior to the proposed date for enrollment of students, submit a self-study to the board in accordance with the requirements specified in the "Instructions" demonstrating how the program will meet the requirements of sections 1424 through 1432 of this article and sections 2786.6(a) and (b) of the code. The requirement is also stated in Board document: Instructions for Institutions Seeking Approval of New Prelicensure Registered Nursing Program (EDP-I-01 Rev 03/10).

In the new program approval process, the Feasibility Study (FS) presents evidence of need for the new program and sufficiency of resources to support program success. The Self-Study (SS) provides detailed information and evidence of the program's operationalization in preparation for accepting students. A

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lengthy period of time elapsed between Board acceptance of the FS and completion of the SS phase can allow for significant change to the elements presented in the original Board approved FS. With multiple programs simultaneously progressing through the approval process often in the same geographic area, and existing programs sometimes expanding enrollment, the challenge of evaluating adequacy of resources for proposed new programs becomes difficult, particularly in regards to clinical placements. There are currently five programs with Board-accepted FSs that have not yet completed the SS step, three whose FS were approved in 2010 (4-D College, Heald College, Institute of Medical Education-San Jose Campus) and two approved in 2011 (Stanbridge College, Weimar College).

At the October 30, 2012 ELC meeting, BRN staff requested direction from the Board regarding a process for enforcement of CCR Section 1421(a)(4) and were directed to develop a recommendation. Nursing Education Consultants conferred to produce the following recommendation:

- When a proposed program is in the FS development phase, the NEC will advise that stating a projected 2-year time frame from anticipated Board acceptance of the Feasibility Study to first enrollment/admission of program students is recommended to allow ample time to secure all required program resources prior to opening. Programs will not be prohibited from opening earlier if all requirements are met and Board approval is granted.
 - The proposed programs currently in the SS phase will have until February 2015 Board meeting to complete the program application process by achieving Board approval. If those schools have not achieved Board approval by that time, they will be required to initiate a new application process.
 - When more than one year has elapsed from the time of Board acceptance of the FS to acceptance of the SS and/or admission of students, the program will provide information as requested by the NEC for re-evaluation and verification of continuing availability of adequate clinical placement and other required program resources.
 - Proposed programs that have not submitted an acceptable SS at least 6 months prior to the proposed date for enrollment of students (1421(a)(4)), as stated in the FS accepted by the Board, will be required to begin the new program application process at step one (submission of a Letter of Intent).
- Trande Phillips reinforced, with concurrence of all Committee members, that Nursing Education Consultants must set clear boundaries to insist that it is the proposing institution's responsibility to produce an acceptable FS and SS, and is not a duty of the NECs. Institutions proposing a new program must retain appropriate resources as needed to write the FS and SS documents which meet and address all regulatory requirements.**

ACTION: Endorse the recommendation and place on February 2013 Board agenda for approval.

M/S/C: Michael Jackson/Trande Phillips

Public input: None

9.5 EDUCATION/LICENSING COMMITTEE GOALS AND OBJECTIVES 2013-15

Leslie Moody, NEC presented this report. Biennially committee goals and objectives are reviewed and revised as needed. The 2011-13 ELC Goals and Objectives have been reviewed and revised to produce draft recommendations for 2013-15. A summary of revisions to ELC Goals/Objectives 2011-13 was presented and reviewed.

ACTION: Adopt the Education/Licensing Committee 2013-2015 Goals and Objectives as presented.

M/S/C: Michael Jackson/Erin Niemela

Public input: None

9.6 2011-2012 ANNUAL SCHOOL SURVEY REPORTS (DRAFT)

Julie Campbell-Warnock, Research Program Specialist presented this report.

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The BRN 2011-2012 Annual School Survey was conducted from October 2, 2012 to November 15, 2012. The survey was sent to all California pre-licensure nursing programs and was conducted on behalf of the BRN by the Research Center at the University of California, San Francisco. Data from all pre-licensure nursing programs that had students in the program during the survey year August 1, 2011 through July 31, 2012 are included in the reports so we have 100% response rate and student data in the reports, which included 132 schools, offering 142 pre-licensure nursing programs. The draft of the Annual School Reports (provided under separate cover) includes data on enrollments, graduations, faculty, etc. from California pre-licensure nursing programs. Two reports were presented to the Committee; one is a trend report which includes historical data for the past ten years on some of the more significant data and the second includes current year data from most all of the questions asked on the survey.

Trend Report

Nothing really unexpected or surprising was found in the data. Some highlights include:

- 10 While there was a gain of one school since last year, there was a net decline of three nursing programs, 3 LVN to RN programs were closed and one ELM program at schools that have other programs while one generic LVN program began at the school which was added. This is the first drop in the number of nursing programs in the past 10 years.
- 11 The number of nursing programs that partner with another school that offers a higher degree continues to increase, now at 35% (up from almost 8% in 2005-2006).
- 12 The number of admission spaces available and new student enrollments declined slightly for the second year. Declines were in ADN and ELM programs while BSN programs increased slightly. New enrollment in public programs has been declining every year since 2008-2009, while private programs continue to see increases.
- 13 The percentage of qualified applications not accepted has remained steady (between 62% and 65%) over the past five years.
- 14 Student census data showed that for the first time in known history there are more students enrolled in BSN programs (47.2%) than ADN programs (46.2%).
- 15 Overall student completions remained steady at over 10,800, however, when reviewing by program type they declined in ADN and increased in BSN and ELM programs. ADN graduates were still the majority at 57%.
- 16 Retention rates continued to improve slightly and vary by program type and be higher for accelerated programs than traditional programs.
- 17 NCLEX Pass rates continue to increase or remain steady depending upon program type and were higher this year for traditional programs than for accelerated programs.
- 18 The employment of recent program graduates increased slightly from the recent past and more found employment in hospitals. 17.5% were unable to find employment at the time of the survey (compared to 27.5% in 2009-2010).
- 19 128 out of 132 schools reported using clinical simulation and three of the schools not using it either began after the survey period or has plans to begin in the next year.
- 20 Not as many programs reported being denied access to a clinical placement unit or shift this year and some were offered alternatives. Competition for clinical space with other nursing students was the most frequently reported reason but the number of schools reporting this has declined over the past three years. No longer accepting ADN students was reported by one-third of these programs.
- 21 Almost 40% of programs report an increase in out-of-hospital placements.
- 22 Schools continue to report restrictions to some clinical practice for their students imposed by the facilities. Most common being to the site itself due to a Joint Commission or other accrediting agency visit, bar coding medication administration and electronic medical records.

- 23 There was a slight increase in the number of faculty and more than half are part-time (63.9%). The vacancy rate of 7.9% is the highest rate reported in the past 10 years.

Data Summary Report

This report includes data for each question for this survey year. The majority of editing this year was fine-tuning questions or seeking additional information. Following is some highlights of the data: 60% of newly enrolled and current students and almost 58% of graduates are ethnic minorities. 20% who enter are male compared to 17% that graduated. Over 66% who enter and over 62% that complete are under 31 years of age. The majority of faculty, both full and part time, hold a master's degree in nursing. More than one-third of all faculty are older than 55 years of age. Over one-third of newly hired faculty have no teaching experience.

Trande Phillips asked about the data regarding lack of Associate Degree Nursing (ADN) Program clinical placements. Ms. Campbell-Warnock clarified these responses identify the occurrence of denial of clinical placements to ADN program students in favor of BSN program students. Ms. Campbell-Warnock reported that after finalization and presentation to the Board, the report will be made available to the public on the BRN website.

ACTION: Place on February 6, 2013 Board meeting agenda.

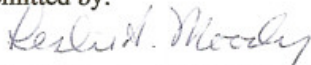
Public input: None

9.9 PUBLIC COMMENT FOR ITEMS NOT ON THE AGENDA

Public input: Dr. Loucine Huckabay of CSU Long Beach commented that Nursing Education Consultants are doing an outstanding job under the leadership of Louise Bailey, Executive Officer. Dr. Huckabay expressed concern regarding the methodology for calculating and reporting program's annual NCLEX-RN first time test taker pass rates when $n < 10$, with the opinion that it is not an adequate sample size, and recommends that a pass rate result where there are less than ten test takers would not be used to measure the program's success.

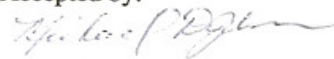
Meeting adjourned at 1230.

Submitted by:



Leslie A. Moody, MSN, MAEd, RN
Nursing Education Consultant
ELC Liaison

Accepted by:



Michael Jackson, BSN, RN
Chairperson

**BOARD OF REGISTERED NURSING
EDUCATION/LICENSING COMMITTEE MINUTES**

DATE: January 9, 2013

TIME: 1000-1230

LOCATION: Ayres Hotel & Suites
325 Bristol Street
Costa Mesa, CA 92626

PRESENT: Michael Jackson, BSN, RN, Chair
Trande Phillips, RN
Raymond Mallel
Erin Niemela

STAFF PRESENT: Louise Bailey, EO; Stacy Berumen, AEO; Carol Stanford, Diversion SSM 1; Beth Scott, Deputy Chief ; Kathy Hodge, Deputy Chief; Julie Campbell-Warnock, Research Program Specialist; Miyo Minato, SNEC; Katie Daugherty, NEC; Leslie Moody, NEC; Janette Wackerly, SNEC; Kelly McHan, NEC; Kay Weinkam, NEC; Shelley Ward, NEC; Badrieh Caraway, NEC; Carol Mackay, NEC; Gloria Middleton, NEC; Laura Shainian, NEC; Jeanette Dong, Board Member; Cindy Cipres Klein, Board Member.

Michael Jackson called the meeting to order at 10:00 AM. Committee members introduced themselves. The committee agreed that program representatives presenting multiple programs for their school could group their presentations which would take some agenda items out of agenda order.

9.0 REVIEW AND ACCEPT MINUTES

October 30, 2012 Education/Licensing Committee (ELC) draft meeting minutes were presented.

ACTION: Accept the Minutes of October 30, 2012 as presented.

M/S/C: Trande Phillips/Erin Niemela

Public input: None

9.1 RATIFY MINOR CURRICULUM REVISION

- 9.1.1 California State University Long Beach Baccalaureate Degree and Entry Level Master's Degree Nursing Programs
- 9.1.2 San Francisco State University Baccalaureate Degree and Entry Level Master's Degree Nursing Programs
- 9.1.3 The Valley Foundation School of Nursing at San Jose State University Baccalaureate Degree Nursing Program
- 9.1.4 University of California, Irvine, Baccalaureate Degree Nursing Program
- 9.1.5 University of San Francisco School of Nursing and Health Professions Entry Level Master's Degree Nursing Program
- 9.1.6 Western Governors University Baccalaureate Degree Nursing Program
- 9.1.7 College of the Sequoias Associate Degree Nursing Program
- 9.1.8 Long Beach City College Associate Degree Nursing Program
- 9.1.9 Santa Barbara City College Associate Degree Nursing Program

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- 9.1.10 Sierra College Associate Degree Nursing Program
- 9.1.11 Ventura College Associate Degree Nursing Program
- 9.1.12 University of California, Davis, Family Nurse Practitioner Program (MSN and Post Master's Certificate Programs)

Acknowledge Receipt of Program Progress Report:

- 9.1.13 Dominican University of California Baccalaureate Degree Nursing Program
- 9.1.14 Samuel Merritt University Baccalaureate Degree Nursing Program
- 9.1.15 Western Governors University Baccalaureate Degree Nursing Program
- 9.1.16 ITT Technical Institute Breckinridge School of Nursing Associate Degree Nursing Program (Rancho Cordova)
- 9.1.17 Shepherd University Associate Degree Nursing Program

Leslie Moody, NEC, presented this report.

ACTION: Ratify Minor Curriculum Revisions and Acknowledge Receipt of Program Progress Report as presented.

M/S/C: Raymond Malle/Trande Phillips

Public input: None

9.2 CONTINUE APPROVAL OF PRELICENSURE NURSING PROGRAM

9.2.1 American University of Health Sciences (AUHS) Baccalaureate Degree Nursing Program.

Dr. Anita Bralock, Dean of SON represented the program.

Miyo Minato, SNEC, presented this report. Dr. Anita Bralock, PhD, RN, CNM, is Dean of SON and has been in this position since July 31, 2011. AUHS was founded in 1994 and is a private Christian-based minority-serving university of higher education. AUHS is accredited by the Accrediting Council for Independent Colleges and Schools (ACICS) and also has institutional approval from the Bureau for Private Postsecondary and Vocational Education (BPPVE). It received initial Board approval in September 2006 to start their 3-year (12 quarters) BSN curriculum. In November 2011, the SON underwent initial CCNE Accreditation and received a favorable review in meeting the standards and is awaiting the decision by the organization. Other degree programs AUHS offers are Bachelor of Science in Pharmaceutical Science, Master's of Science in Clinical Research, and is working to start a Doctorate in Pharmacy Program in 2013.

The Board conducted a continuing approval visit in place of the scheduled interim visit in October 2009 after receiving a complaint from a student and a faculty. The school was found to be in compliance with Board rules and regulations and received continue approval at the March 2010 Board meeting. This continuing approval visit, conducted on February 22 – 23, 2012 by Shelley Ward and Miyo Minato, NECs, was the first regularly scheduled school visit since the initial approval. The program had one area of non-compliance in CCR 1431 NCLEX Pass Rate, and two recommendations were given in CCR section 1424(b)(1) Systematic Program Evaluation Plan and section 1430 Previous Education Credit.

Since the initial program approval, the SON has experienced changes in Dean/Director of SON. Dr. Bralock is the fourth director of the SON. Dr. Bralock was the dean that provided directions to prepare for CCNE accreditation and the BRN's approval visit. Dr. Bralock also received assistance and mentoring for the accreditation and approval visits from UCLA's Dr. Joyce Newman-Geiger. The meeting with faculty indicated faculty's support and their team effort in meeting the standards and regulatory requirements as the curriculum is developed and implemented. There is close relationship among the faculty. There are 16 faculty teaching at AUHS, consisting of seven full-time and nine part-time, for the student enrollment of 141 BSN students. The program has graduated 61 students since 2007, and Cohorts 6 – 10 are currently in the program. The program admits students in Fall and Spring quarters, with cohort size of 30 to 40 students. Increasing diversity in nursing is a mission of the

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University, and the student population reflects this effort. There is a large percentage of students. Approximately 25% of students are male, approximately 93% of students are minorities, and Asian ethnicity making up about 60% of students.

Students reported that the strength of the program was supportive faculty and the assistance available for their learning needs on campus. They described the three year curriculum and the individualized attention they received as attracting them to the program. Students attend committee meetings and give input into their learning experiences. Skills Lab was adequate with supplies and equipped with low to mid-fidelity simulators. The program has plans to increase the use of simulation, including possible partnering to use Charles Drew University's Simulation Lab, particularly for pediatric experience. At the time of the visit, there were adequate clinical placements for the number of students they enrolled into the program. However, with the current lab space and other factors, expanding beyond current number of admission (40 students per quarter) would be a concern. The program is planning a minor curriculum change to add preceptorship experience into the final semester of med-surg course to facilitate transition into RN role.

One area the program is working with is streamlining analyses of data being collected to better utilize the information for program improvement and to increase their graduate's NCLEX-RN pass rate. The program has submitted a progress report with strategies to address the drop in their pass rate. The most recent quarterly report, July – September 2011 was 80% for first time takers. This trend will be monitored by the program.

Raymond Mallel asked about specifics of the reasons for the October 2009 visit and Miyo Minato clarified that faculty had reported concerns about their job role and students had reported dissatisfaction with course delivery, but that there were no findings of noncompliance during that visit. Raymond Mallel questioned the slow rise in NCLEX outcomes to which Dr. Bralock responded that students had previously been delaying taking NCLEX but they are now encouraged to take the exam within thirty days of graduation and the program has also strengthened the medical/surgical content to improve outcomes. Raymond Mallel inquired about the program's current capacity and whether this is manageable. Dr. Bralock informed that the program admits thirty students each Fall and Spring. Twenty-four students are scheduled to graduate this Spring and the program has been closely monitoring them to ensure they have adequate med/surg competency. Michael Jackson and Raymond Mallel asked about NCLEX preparation tools. Dr. Bralock advised that the program uses multiple tools including Kaplan which is currently paid for by the school but would be incorporated into fees in the future, and the full scope of ATI tools including individual content exams, NCLEX readiness exam and a four-day live review. Raymond Mallel asked about the BRN criteria for management of below threshold NCLEX pass rate performance. Miyo Minato informed that after the 2nd consecutive year of below 75% the NEC conducts a site visit, and recommends that action to continue approval for this program is deferred. The program will be required to provide a progress report, and in one year the program will either demonstrate improvement or the Board could consider placing the program on warning status.

ACTION: Defer Action to Continue Approval of American University of Health Sciences Baccalaureate Degree Nursing Program.

M/S/C: Erin Niemela/Trande Phillips

Public input: None

9.2.2 California Baptist University Baccalaureate Degree and Entry Level Master's Degree Option Nursing Programs

Dr. Geneva Oaks, Dean of the School of Nursing and Program Director, and Dr. Susan Drummond, Associate Dean represented the program.

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Badrieh Caraway, NEC presented this report. On October 10 - 11, 2011, Badrieh Caraway and Miyo Minato, NECs, conducted a regularly scheduled continuing approval visit to the prelicensure nursing programs at California Baptist University School of Nursing (CBU-SON). The program was found in compliance with Board rules and regulations, and one recommendation was given in CCR 1426.1(b)(6) Preceptor Records.

The Board approved CBU-SON to start a new BSN program in fall 2006 and approved a major curriculum revision to start the ELM option which accepted students in May 2008. The student enrollments have increased from the initial admission of 60 students (40 in Fall; 20 in Spring) to 100 per year (60 in Fall; 40 in Spring) in 2010. The total number of admissions to date into the BSN is 336 and to ELM program is 45. In addition to the prelicensure nursing programs, CBU-SON offers a RN-BSN program (started September 2006) and a MSN program (started January 2011).

There are adequate physical spaces and resources to support the increased number of students and faculty, such as a new Learning Resource Center (renovated 2008) that has classrooms, hi-fidelity simulation lab (five beds for adult, pediatric, birthing, and newborn models), two skills labs (nine and ten beds) with desks and chairs, and a computer lab (40 laptops). The university has leased a large classroom space from a church across the street to house a cohort of 60 students that started with the fall 2011 admission. Administration has future plans for the university that includes a new building for CBU-SON.

Staff support and faculty numbers have increased accordingly to reflect the growth of CBU-SON. In addition to the clerical and administrative support, there are Health Records Analyst, Clinical Site Coordinator, Skills Lab Director, and Technical Director (simulation and faculty support). There are 40 faculty members teaching in the program (21 full-time faculty and 19 part-time). There is institutional support for faculty development, research, and scholarly activities, including 75% tuition reimbursement for faculty members enrolled in doctoral programs.

Students reported rich learning environment and supportive faculty and praised the faculty members for their responsiveness to students' feedback. In addition to having student representatives, the students have an opportunity to meet to voice concerns during Director's Council that is held each semester. Students voiced no problems with their clinical experiences. However, the program is using all available schedules including a night shift for clinical placement in pediatrics to meet the required clinical experience. Interviews and document reviews showed implementation of their program evaluation, and faculty making changes based on analyses of data.

California Baptist University BSN NCLEX pass rate: 2008-09 95.45%; 2009-10 91.67%; 2010-11 85.71%. California Baptist University MSN NCLEX pass rate: 2009-10 100%; 2010-11 93.75%.

Trande Phillips asked about the quality of pediatric clinical rotations that are completed on night shift. Dr. Oaks reported that pediatric inpatient rotations are completed at CHOC and the faculty are employees of that facility so are very committed to ensuring the students receive a rich experience. Additional pediatric clinical experiences include use of simulation in the lab and also a day where families representing all ages come to the classroom to provide student experience with family-centered care. Dr. Drummond added that inpatient pediatric clinical sites are difficult to schedule but the school is fortunate to have the night shifts at CHOC which begin at 6pm, and that it is only one night shift rotation at CHOC and the students have other pediatric clinical rotation experiences during daytime hours.

ACTION: Continue Approval of California Baptist University Baccalaureate Degree and Entry Level Master's Degree Option Nursing Programs

M/S/C: Michael Jackson/ Ramond Mallel

Public input: A member of the public who introduced herself as an employee of CHOC stated that there is a lot of patient care activity on the pediatric units at night.

9.2.3 California State University, Channel Islands, Baccalaureate Degree Nursing Program

Dr. Karen Jensen, Chair of Nursing represented the program.

Badrieh Caraway, NEC presented this report. Karen Jensen, PhD, RN, Chair of Nursing has been the program director since Fall 2006. Coleen Nevins, MN, RN, Assistant Chair is the assistant program director. A scheduled continuing approval visit was conducted October 15-16, 2012 by Nursing Education Consultants Leslie Moody, Badrieh Caraway and Gloria Middleton. The program was found to be in compliance with BRN regulations. One recommendation was written regarding faculty resources CCR Section 1424(h).

California State University, Channel Islands (CSUCI), opened in 2002 and is the only public university in Ventura County. Although part of the public state university system, the major funding for establishing the university came from private sources and the university continues to benefit from strong community support. The university is WASC accredited.

The CSUCI baccalaureate degree nursing program received initial program approval from the BRN in 2007 and became CCNE accredited in 2010. The first student cohort of 66 generic nursing students was admitted August 2007 and graduated May 2010 with 84% subsequently passing NCLEX per program report. The initial cohort was split into two sub-cohorts of 33 students each, one of which completed all coursework at the university. The second sub-cohort completed lower division coursework at Moorpark College under a specially funded collaborative and then joined the primary cohort to complete upper division coursework at the university. This collaborative was not funded after the first year so subsequently all students were admitted only to the university track. From 2008 thru 2010 cohorts of 33 students have been admitted each Fall with an increase to 44 students for the Fall 2012 admission cohort. The current plan is to maintain admissions at this level which is considered to be optimally efficient for program delivery and fiscal management. In September 2010 the CSUCI nursing program received BRN approval to open an extension campus near Santa Barbara in Goleta. The extension was established in partnership with Cottage Health System of Santa Barbara and admitted the first cohort of 22 students in January 2012 - a new cohort of 22 students will be admitted annually each Spring. The curriculum content offered at the extension campus is the same as the primary campus but has minor variation in course sequencing and students complete in only two and one-half years due to a more concentrated course sequence and completion of all general education and nursing prerequisite courses prior to admission.

While attrition for the main campus cohort has been below 8%, attrition for the first cohort of Santa Barbara extension campus students is 35% with a loss of 8/22 students by the end of the second semester. Two students left to enter advanced practice programs (1 NP, 1 PA); two left because they could not meet the academic challenge; one stopped out due to commission of serious safety violation; one left due to personal illness; one is reconsidering nursing as a career; one decided against nursing as a career. Five are eligible to re-enter the program if they choose. The program director and faculty have been tracking and analyzing this phenomenon and are applying the information to develop modifications of recruitment and selection procedures for future admission cohorts at the extension campus.

In a well-attended meeting, the faculty described a high level of involvement by both full and part-time faculty with program monitoring and improvement as well as instructional delivery. Meetings were held with students of all levels at both campuses and these meetings were well attended. Students conveyed satisfaction with their many opportunities for involvement with program review and change

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recommendation. Some students of all groups reported they felt most challenged by the pathophysiology course and students at the extended campus expressed concern with the volume and density of material presented in the first semester. These concerns were shared with the faculty group whose past curriculum meeting minutes indicate some remedies have been tried and more are being developed to ensure a manageable level, scope and presentation of content for the pathophysiology course. Evaluation of the curriculum presentation at the extended campus is also under review to determine what revisions may be necessary to ensure student success. Students consistently emphasized their overall satisfaction with the quality and delivery of the nursing program and support services, specifically identifying faculty and program director support as strengths.

Separate meetings were held with Dr. Richard R. Rush, President and Dr. Dawn S. Neuman, Provost/Vice President for Academic Affairs. Both reported that there were no current plans for change to enrollment or delivery patterns of the nursing program. There was agreement that filling the two full-time faculty vacancies is a high priority concern that may require considering intermediate alternatives to qualifications requirements as a short-term solution while continuing to seek candidates that meet all university requirements for tenure track positions. The need for addition of an on-site assistant program director for the Santa Barbara extension campus as additional cohorts are enrolled at that site was acknowledged and endorsed by Dr. Rush and Dr. Neuman who confirmed that a plan is in place for this action. These university administrators were knowledgeable of the strengths and challenges experienced by the nursing program and expressed strong commitment to the program's continued success.

Michael Jackson asked about challenges in hiring faculty. Dr. Jensen reported that three full-time tenure track faculty have recently been hired and existing faculty are encouraged to complete a doctoral degree which is facilitated by availability of Chancellor's office funds to defray cost and adjusting teaching assignment schedules to accommodate doctoral coursework demands.

ACTION: Continue Approval of California State University, Channel Islands, Baccalaureate Degree Nursing Program.

M/S/C: Michael Jackson/Erin Niemela

Public input: None

9.2.4 California State University, Long Beach, Baccalaureate Degree and Entry-Level Master's Degree Nursing Programs

Dr. Loucine M. Huckabay, Director and Professor represented the program.

Shelley Ward, NEC presented this report. A continuing approval visit was conducted at the California State University Long Beach Baccalaureate and Entry-Level Master's Degree Nursing Programs by Shelley Ward, NEC, Miyo Minato, SNEC and Carol Mackay, NEC, on September 25-26, 2012. The program was found to be in compliance with the Board's rules and regulations. Two recommendations were given in the areas of CCR Section 1424 (d) – Resources and CCR 1425.1 (a) – Faculty Responsibilities.

The CSU School of Nursing is organized within the College of Health and Human Services. The undergraduate prelicensure programs include a generic "Basic" BSN degree option (3-yr), a trimester schedule BSN degree option (2-yr), an Accelerated Entry-Level BSN/MSN option (3-yr). Entry-Level Master's option students have a BSN degree conferred after completion of the prelicensure component of the program (18-months). The program has previously offered an accelerated BSN degree option. The School of Nursing also offers a RN-BSN program. Masters level programs include: nurse practitioner (5 specialties), CNS, Nursing Administration, MSN/MPH, MSN/HCA degrees. School Nurse Credential and post-master's degree certificates are also offered.

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Changes reported since the last BRN visit included: Moving into the new nursing building beginning in January 2010; change from a Department of Nursing to a School of Nursing (May 2010); revision of terminal program objectives and program outcome measures; admission of the first Doctor of Nursing Practice Degree Program students (Fall 2012/13 consortium with CSU Fullerton and CSU Los Angeles) .

Program strengths include stable long-term leadership provided by director and assistant director of the program (both appointed in 2001). The program director has been very influential and successful in securing a variety of grants and donations, and in building partnerships with clinical agencies to improve and expand program resources in many significant ways. This has resulted in increased physical space, equipment and capacity for offering nursing program options and in meeting specific instructional needs of students.

Program concerns were related to replacement of tenured senior full-time faculty losses due to retirements over the last 5-years given the budgetary climate California education programs are facing. The consultants discussed the situation with the Dean responsible for the program to gain insight into future plans for faculty.

The program is working collaboratively with local community colleges that offer an Associate Degree in Nursing program on seamless student transition plans. The existing curriculum (137 Units) is under review to determine potential modifications that would reduce the total program units for degree completion to 120.

NCLEX- RN examination outcome scores for first-time test takers has exceeded BRN requirements in a sustained manner over the last six years, ranging from 84.52% to 97.38%. The program tracks NCLEX examination outcomes for each program option on an ongoing basis.

ACTION: Continue Approval of California State University, Long Beach, Baccalaureate Degree and Entry-Level Master's Degree Nursing Programs.

M/S/C: Raymond Mallel/Michael Jackson

Public input: None

9.2.5 California State University, Los Angeles, Baccalaureate Degree Nursing Program and Entry Level Master's in Nursing Program.

Dr. Cynthia B. Hughes, Director – School of Nursing and Dr. Lorie Judson, Assistant Director represented the program.

Leslie Moody, NEC presented this report. Cynthia B. Hughes, RN, EdD has served as faculty in this program since September 2000, became acting director in 2008 and was appointed as director in June 2009. Lorie Judson, RN, PhD was BRN approved and appointed to the assistant director position in 2007. Nursing Education Consultants Leslie A. Moody, Carol Mackay, Shelley Ward and Gloria Middleton conducted a regularly scheduled continuing approval visit for the California State University, Los Angeles (CSULA), Baccalaureate Degree (BSN) and Entry Level Master's in Nursing (ELMN) programs on November 6-8, 2012. The program was found to be in compliance with BRN rules and regulations. Recommendations were made regarding Section 1424(b)(1) related to evaluation of the total program and Section 1424(d) related to simulation/skills lab. The program submitted an acceptable plan of action to address these concerns.

The CCNE accredited CSULA school of nursing is one of the oldest in California and the college campus is a designated minority service and Hispanic serving institution. The nursing students are ethnically, economically and culturally diverse, and include a large male population ranging from 18.6-23.5% in the most recent 5-year period. Admission applications to the impacted generic BSN program exceed the

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available spaces by almost 10:1. Fifty to sixty students are admitted every Fall, with total program enrollment approximately 275 at the time of visit. Annual NCLEX outcomes are consistently above minimum threshold, ranging 81.43%-95.35% for the past five years. The most recent graduate survey shows 94% found RN employment in the year following graduation.

The ELMN program accepts students who have earned a non-nursing baccalaureate degree and admitted the first cohort in Summer 2004. Approximately 20 students are admitted each summer with a total current enrollment of 84. In the first 15 months of the program students complete prelicensure coursework. NCLEX outcomes for this program are consistently above threshold ranging 91.89%-100% for the past five years, with 100% pass for two of the five years. After achieving RN licensure the students select an MSN option to complete the ELMN program. Although the ELMN program was originally planned to be completed within 3 years, many students require 4-6 years to complete the program and obtain their master's degree – 65% of cohort 3 completed by the end of 4 years; 79% of cohort 4 completed by the end of 4 years; 67% of cohort 5 completed by the end of 4 years; 55% of cohort 6 completed after 3 years. Reasons for delayed completion include dropping to part-time student status due to employment as an RN, taking a semester hiatus from the program following licensure and entering an NP track that takes longer to complete due to additional units required. Program leadership and faculty have been tracking program completion data and are conducting a thorough evaluation of the program to determine where revisions may be needed to improve on-time program completion.

One skills training area has 8 exam rooms, each set up with equipment and supplies for realistic practice. Skills training and simulation are also conducted in a large seven bed lab equipped with one hi-fidelity and six mid-fidelity mannequins (infant, adolescent and adult). Faculty are continuing to expand the use of simulation so that it will be utilized for instruction in all five major content areas. Plans for expanding the use of simulation in program instruction and offering training opportunities for clinical partner staff require increasing the simulation lab space and equipment, and addition of a faculty member to oversee this instructional activity. A previous plan for expansion of the lab space had to be abandoned due to multiple construction issues. The program has a university leadership approved new plan in place for future expansion of the physical lab space that will be completed by Fall 2014, and immediate addition of a lab coordinator faculty with the recruitment/selection/hiring process to be completed within the next 6 months.

Students express overall satisfaction with the program delivery and the significance of their role in program review and improvement forums. They have a strong sense of community within their student group, feel well supported by faculty and are confident in the strength of the curriculum. Recent program improvements implemented in response to student input include addition of student support staff, creation of a system to address student grievances within the nursing department, strengthened orientation programs, and assignment of each student to an individual advisor.

The self-study identifies program strengths that include connectedness with the community, strong fiscal support, competent faculty and program leadership, solid curriculum, established clinical partner relationships and positive program outcomes. These areas of strength were confirmed during the visit. Areas planned for improvement identified by the program include expansion of simulation space and faculty, addition of faculty for the graduate program, evaluation of the ELMN program, and strengthening of departmental processes including data capture. Curriculum is under review to determine revisions that may be necessary to reduce total units for graduation to 120 and to continue work with a regional consortium for seamless transition for BSN transfer and degree completion students.

Michael Jackson asked if there were challenges maintaining faculty levels to which Dr. Hughes responded that the program develops their own faculty as much as possible.

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ACTION: Continue Approval of California State University, Los Angeles, Baccalaureate Degree Nursing Program and Entry Level Master's in Nursing Program.

M/S/C: Raymond Mallel/Trande Phillips

Public input: None

9.2.6 California State University, San Marcos, Baccalaureate Degree Nursing Program

Dr. Denise Boren, Program Director represented the program.

Leslie Moody, NEC presented this report. In August 2010, Denise Boren, PhD, MSN, RN, previously the assistant director was assigned as the interim director when Dr. Judy Papenhausen, program director began leave pending retirement. Following Dr. Papenhausen's full retirement in January 2011, Denise Boren continues as the interim program director and Pamela Kohlbry, PhD, MSN, RN, is the assistant director. On October 18-19, 2011, Leslie A. Moody, NEC and Miyo Minato, SNEC conducted a scheduled continuing approval visit. The program was found to be in compliance with all BRN regulations. Two recommendations were made to strengthen the program evaluation plan (CCR Section 1424(b)(1) and student clinical experiences (CCR Section 1427(c)(1)).

California State University, San Marcos school of nursing opened at the main San Marcos campus in August 2006 with admission of one generic cohort of 44 students and 2 LVN-BSN students, and additional cohorts were admitted in Spring 2007 and Fall 2007. In November 2007, the BRN approved an Accelerated BSN option (ABSN) and the first ABSN cohort was enrolled in Spring 2008. In 2008 a satellite campus was opened in Temecula (approximately 35 miles from San Marcos) and an ABSN cohort was admitted to this location in Fall 2008. Currently one generic cohort (each Fall) and one accelerated cohort (each Spring) are admitted each year to the San Marcos campus, and two accelerated cohorts are admitted to the Temecula campus each year, one in Spring and one in Summer. Enrollment in all tracks at both sites as of this visit was approximately 174 students. The program currently admits 4 VN to BSN students to the generic student cohort each Fall and hopes to increase this number in the future due to the need identified in the community. The program is also working on developing a partnership with Donovan Prison which has requested the program offer an online VN to BSN program cohort.

NCLEX-RN first time test taker pass rates are: 2008-09 95.35% (43); 2009-10 80.65% (93); 2010-11 90% (130). The dip in results for 2009-10 is attributed by the program director to a temporary trial lowering of the acceptable score for the ATI predictor exam. The passing minimum threshold was subsequently re-set to the previous level and there was a corresponding increase in NCLEX success for 2010-11. The program's graduates are well respected by the area's clinical facilities and the director reports almost 75% post-graduation employment within the first six months and 100% by the end of the first year per survey results and anecdotal information obtained by the program from graduates and their employers.

The program has implemented a BRN approved (October 2010) minor curriculum change in February 2011 that added a pharmacology course in the first program semester and increased the content of the existing Pathophysiology and Pharmacology of Nursing Practice course in response to the need for additional learning identified by both students and faculty. Pediatrics and obstetrics courses were re-sequenced to allow greater access to clinical facility placements. The program director and faculty are currently working on additional curriculum revision that will be presented for review and approval at the end of this calendar year.

In meetings with faculty it was found that they operated with strong teamwork and sense of ownership of the curriculum. Faculty cite strong collaborative leadership and collegiality among the faculty as traits

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that contribute to the program's success. The program currently has 14 full-time and 30-40 part-time faculty employed to deliver the curriculum, and intends to add an additional 2 full-time faculty over the next two years. Meetings with students revealed they felt their input regarding the program delivery and curriculum was attended to and acted upon. The program's self-study cited strengths in the areas of previous and current program leadership, seasoned and creative faculty, faculty (full-time and part-time) committed to curriculum review, low attrition (<1%), strong active student participation in program improvement and in their student nursing associations, and excellent relationships with clinical and community partners. Areas needing improvement cited in the self-study were the need for more staff to allow additional attention to program data capture/analysis/action, and continuing to improve the distance learning methodologies and technology application. Plans are in place to create improvement in both areas.

NECs met with Dr. Don Chu, Dean, who is the college administrator for the nursing program. Dr. Chu expressed strong support for and pride in the nursing program, and commitment to ensuring the program continues to receive support to maintain the quality of instruction. The Dean described two alternative plans for either new construction or remodeling of a current building space to provide adequate space for the program to expand in the future. The new housing for the program is tentatively planned to be completed in 2015 and will be at the main San Marcos campus.

Faculty of the program have embraced the use of simulation in the program. Simulation labs at both campuses utilize low, mid and high fidelity mannequins. Three faculty have achieved high levels of certification in the instructional use of the simulation technology. Simulation is found to be utilized in a thoughtful, well-informed and productive manner in the program's instructional delivery. Course faculty participate in simulation observation, role-playing in the scenarios and debriefing with the students following the simulation exercise.

The program offers international community health experiences to students as an optional elective opportunity and is working within the local community to establish similar service experience opportunities. Summer internships for students offer experiences that are highly valued by students who participate. CSUSM offers a well-constructed, prepared and conducted program of prelicensure nursing education.

Trande Phillips noted the clinical experience opportunities that also served the community and Michael Jackson asked whether this approach was being shared with the nursing education community. Dr. Boren reported that this clinical approach had been shared with other program directors and was also presented by faculty to Sigma Theta Tau.

ACTION: Continue Approval of California State University, San Marcos, Baccalaureate Degree Nursing Program.

M/S/C: Michael Jackson/Trande Phillips

Public input: None

9.2.7 Allan Hancock College Associate Degree Nursing Program

Program representative was unable to attend due to an emergency.

Shelley Ward, NEC presented this report. Daphne Boatright, BSN, MEd, RN, Professor, Associate Degree Nursing Program is the program director. A continuing approval visit was conducted at the Allan Hancock College (AHC) Associate Degree Nursing Program by Shelley Ward, NEC, Miyo Minato, SNEC and Gloria Middleton, NEC, on October 22 and 23, 2012. The program was found to be in non-compliance with the CCR Section 1426(a) – Required Curriculum. Three recommendations were given in the areas of CCR Section 1424 (a) - Philosophy and Objectives; CCR Section 1424 (b) (1) – Program

Evaluation; and CCR Section 1426(a) – Curriculum. The program submitted a progress report responding to the area of non-compliance and to the recommendations.

The Allan Hancock Joint Community College District is a one-college district located on the central coast of California. The district includes the campus in Santa Maria where the ADN program is located, and centers in Lompoc, at Vandenberg Air Force Base and in the Santa Ynez Valley. The ADN program is BRN approved as an LVN-RN program. The first ADN class graduated in December 1990. All students that enter the program are either licensed LVN's or graduates of approved vocational nursing programs who are required to take the NCLEX-PN examination and receive their LVN license by the end of the first semester of the RN program. The ADN program is organized within the Health Sciences Department of the college. The department also includes the LVN, CNA, Dental Assistant, and Medical Assistant programs.

The ADN program is a one year two-semester program offered annually. Students begin the program upon completing pre-requisites courses and meeting admission requirements in January and conclude the program in December. Approximately 75% of students that graduate from the AHC LVN program in December also meet eligibility requirements to enter the ADN program. Other students that are admitted to the program come from a variety of backgrounds such as the military, clinic and long-term care settings. There were a total of (36) second semester students in the program at the time of the visit. Enrollments over the last few years have been between 36-40 students fluctuating in relationship to enrollment growth focused grants that support additional faculty and other program resources.

Some of the changes reported since the last BRN visit included: initiating a new merit based admission formula in 2009 that has additionally been modified for students entering in 2014; integration of high-fidelity simulation into clinical course rotations; inclusion of Assessment Technologies Institute (ATI) Comprehensive Assessment Review Program into coursework.

The program identified that there has not been a major curriculum revision since 2005 and that review, analysis and redesign is anticipated. Consultants reviewed concerns about the curriculum with the faculty, and with program administration regarding several areas including; the explicit linkages to LVN program elements, lack of specificity to the practice of registered nursing, changes in course hours and content that had not been approved, and leveling of content for prelicensure students. Consideration of utilizing a consultant to assist faculty is under consideration however, would need to be resourced through a grant funded initiative. The program continues with initiatives for articulating a seamless transition for ADN students to pursue a BSN degree at California State University Channel Islands.

Annual NCLEX Pass Rates For First Time Candidates: 2011-2012- 86.49%; 2010-2011- 84.85%; 2009-2010- 80.00%; 2008-2009- 80.00%.

Shelley Ward reported that the program is currently fully in compliance and the program submitted an acceptable action plan to resolve areas of recommendation.

ACTION: Continue Approval of Allan Hancock College Associate Degree Nursing Program.

M/S/C: Michael Jackson/Erin Niemela

Public input: None

9.2.8 College of the Sequoias Associate Degree Nursing Program.

Karen Roberts, Program Director represented the program.

Kelly McHan, NEC presented this report. College of the Sequoias, a community college located in Visalia, is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC/WASC). The associate degree nursing program is one of several programs within the college's

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Registered Nursing and Allied Health Division. The first RN class graduated in 1972. Karen Roberts MSN, CNS, RN, has served as director since 2008. Belen Kersten, MSN, RN, is the assistant director. A continuing approval visit was conducted on November 13-15, 2012 by Kelly McHan, Nursing Education Consultant. The program was found to be in compliance with regulation and three recommendations were made related to Section CCR 1426(b) with reference to CCR 1443.5 and B & P Code Section 2725(b)(2) Medication Administration, CCR 1424(d) with reference to 1424(h) Faculty, and 1426 (b) with reference to 1424(d) Curriculum and Resources. The program provided written plan to address the recommendations.

The program's strengths include a cohesive faculty that is committed to student success. "Hospital Rock," a new Nursing and Allied Health building provides dedicated classroom, computer testing, and skills and simulation lab spaces, as well as the program's administration and private faculty offices. The program is highly valued in the community and enjoys traditional longstanding relationships with its clinical affiliates.

Like all public nursing programs that rely on state funding, the program is challenged by reductions in state revenue and community support through partnerships and grants. These combined forces stalled an expansion project, halted a major curriculum change, and necessitated a decrease in student enrollment into the program. Student enrollment reached a high of 100 admissions per year in 2009, which was decreased to 40 students enrolled per semester for academic year 2012-2013. Clinical placement of students has been impacted by new and expanded programs in the area.

The curriculum includes 67.5 total units for licensure, of which 21.5 units are theory and 22 units are clinical. Total units for graduation range from 78.5 to 80.5, depending on the student's P.E. requirement. The Community College Chancellor's formula is used for admission into the program. Attrition rates have ranged from 2%-10% since for academic years 2004-5 to 2010-11, while the average for associate degree programs for academic year 2010-2011 is 18.7% statewide. NCLEX pass rate: 2009-10 89.03%; 2010-11 90.14%; 2011-12 79.07%; 2012-13 Jul-Sep 89.29%.

Ms. Roberts reported that program enrollment had reached over 300 students at one time but due to the economic downturn is now approximately 160. Michael Jackson asked how fixed cost resources of the program were managed when the enrollment decreased to which Ms. Roberts replied that early retirements decreased faculty when funds decreased but that the program continued to maintain the same faculty:student ratio.

ACTION: Continue Approval of College of the Sequoias Associate Degree Nursing Program.

M/S/C: Michael Jackson/Ramond Mallel

Public input: None

9.2.9 Los Angeles Southwest College Associate Degree Nursing Program

Catherine Azubuike, Department Chair and Program Director represented the program.

Miyo Minato, SNEC presented this report. Catherine Azubuike, RN, MSN is the Chair of the Department and the Program Director, appointed to the position in April 2008. On October 29 and 31, 2012, Miyo Minato and Badrieh Caraway, NECs, conducted the regularly scheduled continuing approval visit at LASC. One area of non-compliance was found in CCR 1431 Licensing Exam Pass Rate Standard. One recommendation was given in CCR 1425(f) Content Expert.

LASC, located in the southern part of Los Angeles, was started in 1967 and has established itself as an educational and cultural hub of the communities in the area. Current enrollment exceeds 8,500 and the Nursing Program is a premier program on campus. Over the last five years, the College has undertaken an extensive building program that includes the building of the Allied Health Building, with the plan to

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expand the College's Health Occupations Program. Currently the Nursing Department is in a temporary building in the Academic Village since Summer 2010. The expected date of completion of the new Allied Health Building is Spring 2014. Due to the capacity limitation, the program admits 32 students each semester. Their enrollment number has not been filled due to students not meeting TEAS requirements. The total nursing student enrollment currently is 89. Resources reviewed were adequate for the number of students in the program. Staffing included a Lab Coordinator in the Skills/Sim Lab for open access to the lab available 40 hours/week. There is sharing of the space when a class is scheduled. The program has enjoyed several grants, including the grants from the Community College Chancellor's Office.

Since the last continuing approval visit, there have been major changes in the LASC Nursing program. There is a new Program Director, influx of faculty members new to teaching nursing, cohesive team working on curriculum development, and supportive administration. In 2011, the program held a curriculum development meeting with a QSEN consultant to help faculty incorporate QSEN concepts into their courses. With the additions of Human Simulators, the program has integrated simulation experience into the clinical courses. Course syllabi and clinical evaluation tool reflect these changes made. The program has not been successfully in implementing the preceptorship in their last Advanced Med-Surg course due to lack of available preceptors but plans to implement it in the future. Another future program plan includes obtaining NLNA-C Accreditation for their ADN Program.

One area that the program has emphasized is the success strategies with their students to improve student success with the ADN Program and with NCLEX testing. These strategies included "Boot Camp" that prepares entering students, advisement and Student Success Center that provides academic assistance, Faculty-led Workshops, Elective Tutorial courses. The First-Time NCLEX Pass Rate showed improvement from 2006-07, 73.3% and was above 75% during the past four years, ranging from 79.6% to 86.9%. However, most recent pass rate, 2011-2012 was 73.3%. The first quarterly NCLEX report for 2012-2013 (July-Sept 2012) showed a pass rate of 80% (8/10 passed). The program plans to review individual candidates and conduct thorough analysis to address this decreasing trend.

On November 30, 2012, the program submitted a progress report responding to the findings from the visit. NEC Recommendation to ELC: Defer action to continue approval. Next Progress Report is due July 1, 2013.

Miyo Minato reported that at the time of the visit the program's NCLEX pass rate had suddenly dropped below the required minimum 75%. Trande Phillips asked about delay between graduation and taking NCLEX, to which Ms. Azubuike responded that the college's admission records department was delayed in issuing transcripts to the BRN due to low staffing and retirement of experienced staff. The nursing program used some grant funds to pay for additional staff hours in the records department so that student licensure/NCLEX eligibility applications can be expedited. Trande Phillips asked how that solution will be sustained in the absence of future grant funds to which Ms. Azubuike responded that the college leadership has committed to general funding when grant funds are no longer available. Miyo Minato reported that the program had not been closely tracking students as they moved to program completion but that is now being done, and the program's NCLEX outcomes will be monitored for improvement.

ACTION: Defer Action to Continue Approval of Los Angeles Southwest College Associate Degree Nursing Program.

M/S/C: Michael Jackson/Erin Niemela

Public input: None

9.2.10 Moorpark College Associate Degree Nursing Program

Carol Higashida, MN, RN, CNS, Health Sciences Coordinator, Director of the Associate Degree Nursing Program represented the program.

A continuing approval visit was conducted at the Moorpark College Associate Degree Nursing Program by Shelley Ward, NEC and Miyo Minato, SNEC, on November 9&10, 2011. The program was found to be in compliance with Board rules and regulations. Two recommendations were given in the area of CCR Section 1424 (h)-Administration/Organization, Content Expert; and one recommendation in the area of CCR Section 1426 (f) – Required Curriculum. The program provided a progress report responding to the recommendations.

The college underwent reorganization in 2010, and the Health Sciences Department was moved to the Division of Student Learning that includes the Exotic Animal Training and Management Program, the High School at Moorpark College, and the Life Sciences Department. The nursing program moved into a new state-of-the-art Health Sciences Center to begin the Fall 2011 semester, expanding the space for the program.

College administration supported the approval and hiring of two new full-time tenure track nursing faculty positions, and one full-time non- tenure track nursing faculty position (grant funded) in 2010-2011. The program receives a variety of grants resulting in increased student enrollments, and for funding faculty and staff positions. Administration expressed their plans and commitment to support key grant funded positions with college resources as grant funding sources decline, as demonstrated by the transition of a grant funded clerical position into the general fund.

The nursing content in the curriculum is organized into (4) semester long courses, in which each semester course is divided into part one and part two theory/clinical components. Different lead faculty are responsible for each course part. Clinical labs in the medical-surgical content areas have combined student groups with 1st and 2nd semester students together as a group, and with 3rd and 4th semester student group combinations. Both students and faculty expressed the benefits to student learning in the clinical setting using this organization configuration.

The faculty has embraced incorporating technology into the curriculum. Core nursing courses were revised in 2007 to include online components, giving them a hybrid designation. Faculty use iPod Touch devices to podcast lectures. Clinical simulation using high-fidelity equipment, the introduction of the Nurse Squared electronic health record application, and the use of Turning Point clickers in the classroom have been implemented to augment instruction.

Program evaluation has identified attrition to be an area of concern and focus, especially in the first semester. The program has implemented changes to the admission criteria, established targeted remediation plans, and established a variety of student success strategies to address this area. Annual NCLEX first time candidate pass rates from 2002-2012 have consistently exceeded BRN requirements, ranging from 81.36% to 100% in 2011-2012.

The program has a vigorous student volunteer culture with students serving as peer mentors, Clinical Teacher Aids, through the nursing student association and outreach to the local community. Students are also encouraged to continue their nursing education through collaborative efforts such as the ADN to BSN Fast Track with CSU Channel Islands.

Raymond Mallel asked which facilities were used for clinical rotations. Ms. Higashida reported that clinical facilities included Simi Valley, Los Robles, Ventura County and Los Angeles County.

ACTION: Continue Approval of Moorpark College Associate Degree Nursing Program.

9.2.11 Ohlone College Associate Degree Nursing Program.

Rosalie Scofield, Program Director represented the program.

Kelly McHan, NEC presented this report. Ohlone College District is a single community college district serving the east bay. The program received initial BRN approval in 1972 and has earned unconditional accreditation by the National League for Nursing Accrediting Commission through 2018. The college is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC/WASC). Rosalie Scofield, MSN, RN, has served as director since March, 2011. Carrie Dameron, MSN, RN, is the assistant director.

A continuing approval visit was conducted on October 10-12, 2012 by Kelly McHan, NEC. The Report of Findings included no areas of non-compliance and four recommendations to strengthen the program were made: CCR 1424(d) with reference to CCR 1424(h) Faculty; CCR 1424(h) with reference to CCR 1420(f) and CCR 1425(f) Content Expert; CCR 1426.1 Preceptor Selection; and CCR 1427(c) Clinical Facilities. The program provided a written response to the findings.

The program enrolls 22 students each fall and spring semesters for a total enrollment of 88 students per year. Admission is highly impacted and selection of eligible students is based on a random lottery process. Licensed Vocational Nurses and Psychiatric Technicians may be admitted into the third semester as advanced placement students on a space-available basis following completion of prerequisites, required transition courses and validation of previously acquired knowledge and skills through written and skills testing.

The program's multiple strengths include a respected, cohesive faculty that maintains high standards for student performance; mutually supportive and stable clinical affiliations with multiple agencies; and, strong support from the college administration. Students express pride in their rigorous program and convey appreciation for the faculty's commitment and support both in and out of class time. The program enjoys an earned reputation for academic excellence and strong clinical performance in clinical affiliates and the community. The Newark Center for Health Sciences and Technology, a state-of-the-art satellite campus, houses the nursing program.

Due to the combined forces of budgetary restrictions imposed by the college in response to the significant reduction in state funding, the program has been unable to hire full time faculty to fill open positions in psych/mental health and pediatric nursing. There are currently three open FTEs. In order to meet the need, the program has re-assigned remaining faculty and utilized part-time faculty to cover these positions.

Attrition rates for the last 5 years have ranged from 6.7% in 2007 to 18% in 2011.

NCLEX pass rate: 2009-10 95.83%; 2010-11 96.61%; 2011-12 94.12%.

Ms. Scofield clarified that the program's campus is located in Newark. Michael Jackson asked about a plan to fill the three full-time faculty vacancies. Ms. Scofield informed that the economy was preventing immediate hiring but the program hopes to hire one faculty each academic year in the coming three years. Erin Niemela asked if the hiring plan would ensure one full-time faculty employed for each major content area and when this would be accomplished. Ms. Scofield reported that there is currently only one content area without a full-time faculty but that reassignments for the next semester would ensure a full-time faculty employed for each content area.

ACTION: Continue Approval of Ohlone College Associate Degree Nursing Program.

9.3 CONTINUE APPROVAL OF ADVANCED PRACTICE NURSING PROGRAM

9.3.1 Azusa Pacific University Nurse Practitioner Program

Dr. Bonita Huiskes, Program Director represented the program.

Badrieh Caraway, NEC presented this report. Azusa Pacific University (APU) is a Christian based university located in Azusa California. The Nurse Practitioner Program (NPP) is offered on the main campus and at the APU San Diego and San Bernardino campuses. Carol Mackay and Badrieh Caraway, NECs, conducted a continuing approval visit at APU (main campus) on November 16, 2011. The APU NPP was found in compliance with all of the BRN regulations. There were no NPP recommendations.

The APU NPP prepares nurses for advanced practice in primary care in four specialty areas: Family Nurse Practitioner (FNP), Adult Nurse Practitioner (ANP), Pediatric Nurse Practitioner (PNP), and Psychiatric Mental Health Nurse Practitioner (PMHNP). Each NPP is offered within the MSN degree program at APU. The number of required NPP semester units varies by specialty: all of the specialty program unit requirements exceed the BRN minimum standard of 30 semester units. The ANP and PNP programs each requires 31 semester units; the FNP program requires 33 semester units; and the PMHNP program requires 39 semester units. Each specialty program also meets or exceeds the BRN required 12 semester units of clinical practice. Students completed a total of 12 semester units in clinical practice in the ANP, PNP, and PMHNP programs. Students in the FNP program complete a total of 13 semester units in clinical practice. At the time of the site visit, the total NPP student enrollment was 232 students. Student enrollment by specialty was: FNP (170), ANP (29), PNP (14) and PMHNP (19). Student enrollment by campus: Azusa (203), San Diego (23) and San Bernardino.

A total of 26 faculty members teach in the NPP: eleven full time faculty members and sixteen part time (adjunct) faculty members. All clinical faculty members are currently working as Nurse Practitioners or Clinical Nurse Specialists. NPP strengths include a stable dedicated faculty and strong administrative leadership. The APU NPP is recognized both on the campus and in the local community for its excellence and quality of the graduates. The BRN staff recommendation is for continued approval of the Azusa Pacific University Nurse Practitioner Program.

ACTION: Continue Approval of Azusa Pacific University Nurse Practitioner Program.

M/S/C: Michael Jackson/Erin Niemela

Public input: None

9.3.2 California State University, Long Beach, Nurse Practitioner Program

Dr. Loucine Huckabay, Program Director represented the program.

Shelley Ward, NEC presented this report. Dr. Savitri Carlson is co-director of the NPP. Dr. Margaret Brady (Pediatric Nurse Practitioner) is consultant to the NPP. Carol Mackay and Shelley Ward, NECs and Miyo Minato SNEC conducted a continuing approval visit at CSULB on September 25-26, 2012. The NPP was found in compliance with all of the BRN regulations. Two recommendations were made related to: CCR Section 1484(d)(10) - Instruction in diagnostic and treatment procedures and CCR Section 1484(d)(11)-Preceptors.

The CSULB NPP prepares nurses for advanced practice in primary care in five specialty areas: Adult /Geriatric Nurse Practitioner (AGNP), Family Nurse Practitioner (FNP), Psychiatric Mental Health Nurse Practitioner (PMHNP), Pediatric Nurse Practitioner (PNP), and Women's Health Nurse Practitioner (WHNP). Each of these specialty options has a nationally certified NPP faculty coordinator overseeing the day-to-day for the option.

Each NP specialty option is offered in conjunction with the MSN degree program at CSULB. The number of required NPP semester units varies by specialty: all of the specialty option unit requirements exceed the BRN minimum standard of 30 semester units. The AGNP, FNP and PMHNP each require 32 semester units; WHNP requires 35 semester units; and PNP requires 38 semester units. Each specialty option also exceeds the BRN required 12 semester units of clinical practice. Students completed a total of 13 semester units in clinical practice in the AGNP, FNP, PMHNP, and WHNP options. Students in the PNP option complete a total of 16 semester units in clinical practice. At the time of the site visit, the total NPP student enrollment was 416 students. Student enrollment by specialty was: AGNP (67), FNP (220), PMHNP (46), PNP (42), and WHNP (41). A total of 18 faculty members teach in the NPP: ten full time faculty members and eight part time faculty members. All clinical faculty members are currently working as Nurse Practitioners.

During the site visit two problems were identified resulting in recommendations to the program. One of these was inconsistent instruction in performing diagnostic and treatment procedures in the clinical specialty courses. The second problem related to the Student Clinical Placement System. This system was implemented the previous academic year and there was confusion among both students and faculty regarding who was responsible for obtaining the student preceptors. Also, there was insufficient assigned staff time for implementing the Student Clinical Placement System. Subsequent to the visit the CSULB NPP has submitted a progress report to the Board responding to the two recommendations.

NPP strengths include a stable dedicated faculty. The CSULB NPP is recognized both on the campus and in the local community for its excellence and quality students. There is variety and richness of clinical experiences available to students, as well as a dedicated cadre of preceptors. At this time, the staff recommendation is for continued approval of the CSULB NPP. A progress report on implementation of the Student Clinical Placement System is required.

Dr. Huckabay expressed appreciation for the program visit in that it encourages the university to add needed resources. She also reported that securing clinical placements is very challenging.

ACTION: Continue Approval of California State University, Long Beach, Nurse Practitioner Program.

M/S/C: Michael Jackson/Trande Phillips

Public input: None

9.3.3 California State University, Los Angeles, Nurse Practitioner Program

Dr. Cynthia B. Hughes, Director, School of Nursing represented the program.

Leslie Moody, NEC presented this report. Dr. Thomas Barkley, Jr. (Acute Care Nurse Practitioner) is the director of the California State University, Los Angeles (CSULA) Nurse Practitioner Program (NPP). Each of the four specialty options has a co-director, called an Option Coordinator, who is responsible for managing the specialty option. At the time of the visit, two Option Coordinators were on-leave. All of their duties were being performed by others in their absence.

Carol Mackay and Leslie Moody, NECs conducted a continuing approval visit at CSULA on November 6-8, 2012. The NPP was found in non-compliance with one of the BRN regulations: CCR Section 1484(d)(11)-Preceptors. There were no NPP recommendations.

The CSULA NPP prepares nurse practitioners to provide primary care in four specialty areas: Adult Primary Care Nurse Practitioner (ANP), Adult Acute Care Nurse Practitioner (ACNP), Family Nurse Practitioner (FNP) and Family Psychiatric Mental Health Nurse Practitioner (PMHNP). The Pediatric Nurse Practitioner option was suspended effective fall 2011 due to insufficient enrollment numbers. The

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curriculum of the PMHNP option was recently revised to incorporate the FNP competencies. This revision is consistent with the new national standards.

Each NP specialty option is offered in conjunction with the MSN degree program at CSULA. The number of required NPP quarter units varies by specialty: all of the specialty units requirements exceed the BRN minimum standard of 45 quarter units. The ANP requires 50 quarter units; the ACNP requires 53 quarter units; the FNP requires 60 quarter units; and, the PMHNP requires 64 quarter units. Each specialty option each exceeds the BRN required 18 quarter units of clinical practice. Students complete 18 quarter units in the ACNP option. The ANP option consists of 19 quarter units. The FNP and PMHNP options each contain 22 quarter units. At the time of the site visit, the total NP student enrollment was 184 students. Student enrollment by specialty was: ANP (48), ACNP (65), FNP (61) and PMHNP (10). Many of the NP students in the FNP option are in CSULA's Entry Level Master's in Nursing Program.

A total of 18 faculty members teach in the NPP: eight full time faculty members and ten part time faculty members. Three non-NP faculty members are teaching in the NP core and specialty courses: two physicians and one CNS. All three of these faculty members have the requisite education and clinical competence for their teaching assignment.

With respect to the area of non-compliance, the CSULA NPP considered obtaining preceptors a shared responsibility between students and faculty. In addition to students being required to find their own preceptors, other problems included student transporting written documents between the SON and the clinical site in order to facilitate the contract process and delays in starting preceptorships because of difficulties finding a preceptor and/ or securing a new contract. Subsequent to the visit the CSULA NPP has submitted a progress report to the Board with an acceptable plan and time line for correcting this area of non-compliance.

NPP strengths include the richness and high quality of the preceptor experiences. CSULA also has many graduates of their own program teaching in the NPP. The staff recommendation is for continued approval of the CSULA NPP. A Progress Report on implementation of the program's Student Clinical Placement system is due in twelve months.

ACTION: Continue Approval of California State University, Los Angeles, Nurse Practitioner Program.

M/S/C: Michael Jackson/Trande Phillips

Public input: None

9.4 REPORT OF INCOMPLETE NEW PRELICENSURE PROGRAM APPLICATIONS

Leslie Moody, NEC presented this report. The California Code of Regulations, Section 1421(a)(4) regarding the Application for Approval of proposed new prelicensure programs requires that: After acceptance of the feasibility study by the board, and no later than six (6) months prior to the proposed date for enrollment of students, submit a self-study to the board in accordance with the requirements specified in the "Instructions" demonstrating how the program will meet the requirements of sections 1424 through 1432 of this article and sections 2786.6(a) and (b) of the code. The requirement is also stated in Board document: Instructions for Institutions Seeking Approval of New Prelicensure Registered Nursing Program (EDP-I-01 Rev 03/10).

In the new program approval process, the Feasibility Study (FS) presents evidence of need for the new program and sufficiency of resources to support program success. The Self-Study (SS) provides detailed information and evidence of the program's operationalization in preparation for accepting students. A

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lengthy period of time elapsed between Board acceptance of the FS and completion of the SS phase can allow for significant change to the elements presented in the original Board approved FS. With multiple programs simultaneously progressing through the approval process often in the same geographic area, and existing programs sometimes expanding enrollment, the challenge of evaluating adequacy of resources for proposed new programs becomes difficult, particularly in regards to clinical placements. There are currently five programs with Board-accepted FSs that have not yet completed the SS step, three whose FS were approved in 2010 (4-D College, Heald College, Institute of Medical Education-San Jose Campus) and two approved in 2011 (Stanbridge College, Weimar College).

At the October 30, 2012 ELC meeting, BRN staff requested direction from the Board regarding a process for enforcement of CCR Section 1421(a)(4) and were directed to develop a recommendation. Nursing Education Consultants conferred to produce the following recommendation:

- When a proposed program is in the FS development phase, the NEC will advise that stating a projected 2-year time frame from anticipated Board acceptance of the Feasibility Study to first enrollment/admission of program students is recommended to allow ample time to secure all required program resources prior to opening. Programs will not be prohibited from opening earlier if all requirements are met and Board approval is granted.
 - The proposed programs currently in the SS phase will have until February 2015 Board meeting to complete the program application process by achieving Board approval. If those schools have not achieved Board approval by that time, they will be required to initiate a new application process.
 - When more than one year has elapsed from the time of Board acceptance of the FS to acceptance of the SS and/or admission of students, the program will provide information as requested by the NEC for re-evaluation and verification of continuing availability of adequate clinical placement and other required program resources.
 - Proposed programs that have not submitted an acceptable SS at least 6 months prior to the proposed date for enrollment of students (1421(a)(4)), as stated in the FS accepted by the Board, will be required to begin the new program application process at step one (submission of a Letter of Intent).
- Trande Phillips reinforced, with concurrence of all Committee members, that Nursing Education Consultants must set clear boundaries to insist that it is the proposing institution's responsibility to produce an acceptable FS and SS, and is not a duty of the NECs. Institutions proposing a new program must retain appropriate resources as needed to write the FS and SS documents which meet and address all regulatory requirements.**

ACTION: Endorse the recommendation and place on February 2013 Board agenda for approval.

M/S/C: Michael Jackson/Trande Phillips

Public input: None

9.5 EDUCATION/LICENSING COMMITTEE GOALS AND OBJECTIVES 2013-15

Leslie Moody, NEC presented this report. Biennially committee goals and objectives are reviewed and revised as needed. The 2011-13 ELC Goals and Objectives have been reviewed and revised to produce draft recommendations for 2013-15. A summary of revisions to ELC Goals/Objectives 2011-13 was presented and reviewed.

ACTION: Adopt the Education/Licensing Committee 2013-2015 Goals and Objectives as presented.

M/S/C: Michael Jackson/Erin Niemela

Public input: None

9.6 2011-2012 ANNUAL SCHOOL SURVEY REPORTS (DRAFT)

Julie Campbell-Warnock, Research Program Specialist presented this report.

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The BRN 2011-2012 Annual School Survey was conducted from October 2, 2012 to November 15, 2012. The survey was sent to all California pre-licensure nursing programs and was conducted on behalf of the BRN by the Research Center at the University of California, San Francisco. Data from all pre-licensure nursing programs that had students in the program during the survey year August 1, 2011 through July 31, 2012 are included in the reports so we have 100% response rate and student data in the reports, which included 132 schools, offering 142 pre-licensure nursing programs. The draft of the Annual School Reports (provided under separate cover) includes data on enrollments, graduations, faculty, etc. from California pre-licensure nursing programs. Two reports were presented to the Committee; one is a trend report which includes historical data for the past ten years on some of the more significant data and the second includes current year data from most all of the questions asked on the survey.

Trend Report

Nothing really unexpected or surprising was found in the data. Some highlights include:

- 10 While there was a gain of one school since last year, there was a net decline of three nursing programs, 3 LVN to RN programs were closed and one ELM program at schools that have other programs while one generic LVN program began at the school which was added. This is the first drop in the number of nursing programs in the past 10 years.
- 11 The number of nursing programs that partner with another school that offers a higher degree continues to increase, now at 35% (up from almost 8% in 2005-2006).
- 12 The number of admission spaces available and new student enrollments declined slightly for the second year. Declines were in ADN and ELM programs while BSN programs increased slightly. New enrollment in public programs has been declining every year since 2008-2009, while private programs continue to see increases.
- 13 The percentage of qualified applications not accepted has remained steady (between 62% and 65%) over the past five years.
- 14 Student census data showed that for the first time in known history there are more students enrolled in BSN programs (47.2%) than ADN programs (46.2%).
- 15 Overall student completions remained steady at over 10,800, however, when reviewing by program type they declined in ADN and increased in BSN and ELM programs. ADN graduates were still the majority at 57%.
- 16 Retention rates continued to improve slightly and vary by program type and be higher for accelerated programs than traditional programs.
- 17 NCLEX Pass rates continue to increase or remain steady depending upon program type and were higher this year for traditional programs than for accelerated programs.
- 18 The employment of recent program graduates increased slightly from the recent past and more found employment in hospitals. 17.5% were unable to find employment at the time of the survey (compared to 27.5% in 2009-2010).
- 19 128 out of 132 schools reported using clinical simulation and three of the schools not using it either began after the survey period or has plans to begin in the next year.
- 20 Not as many programs reported being denied access to a clinical placement unit or shift this year and some were offered alternatives. Competition for clinical space with other nursing students was the most frequently reported reason but the number of schools reporting this has declined over the past three years. No longer accepting ADN students was reported by one-third of these programs.
- 21 Almost 40% of programs report an increase in out-of-hospital placements.
- 22 Schools continue to report restrictions to some clinical practice for their students imposed by the facilities. Most common being to the site itself due to a Joint Commission or other accrediting agency visit, bar coding medication administration and electronic medical records.

- 23 There was a slight increase in the number of faculty and more than half are part-time (63.9%). The vacancy rate of 7.9% is the highest rate reported in the past 10 years.

Data Summary Report

This report includes data for each question for this survey year. The majority of editing this year was fine-tuning questions or seeking additional information. Following is some highlights of the data: 60% of newly enrolled and current students and almost 58% of graduates are ethnic minorities. 20% who enter are male compared to 17% that graduated. Over 66% who enter and over 62% that complete are under 31 years of age. The majority of faculty, both full and part time, hold a master's degree in nursing. More than one-third of all faculty are older than 55 years of age. Over one-third of newly hired faculty have no teaching experience.

Trande Phillips asked about the data regarding lack of Associate Degree Nursing (ADN) Program clinical placements. Ms. Campbell-Warnock clarified these responses identify the occurrence of denial of clinical placements to ADN program students in favor of BSN program students. Ms. Campbell-Warnock reported that after finalization and presentation to the Board, the report will be made available to the public on the BRN website.

ACTION: Place on February 6, 2013 Board meeting agenda.

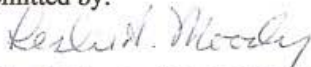
Public input: None

9.9 PUBLIC COMMENT FOR ITEMS NOT ON THE AGENDA

Public input: Dr. Loucine Huckabay of CSU Long Beach commented that Nursing Education Consultants are doing an outstanding job under the leadership of Louise Bailey, Executive Officer. Dr. Huckabay expressed concern regarding the methodology for calculating and reporting program's annual NCLEX-RN first time test taker pass rates when $n \leq 10$, with the opinion that it is not an adequate sample size, and recommends that a pass rate result where there are less than ten test takers would not be used to measure the program's success.

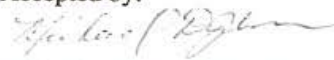
Meeting adjourned at 1230.

Submitted by:



Leslie A. Moody, MSN, MAEd, RN
Nursing Education Consultant
ELC Liaison

Accepted by:



Michael Jackson, BSN, RN
Chairperson